

[Close Printer Friendly Page](#)**Applicant:** WOODRIDGE SD 68**County:** Dupage**Consolidated District Plan** ▼**Application:** 2026-2027 Consolidated District Plan - 00**Cycle:** Original Application[Printer-Friendly](#)[Click to Return to Application Select](#)**Project Number:** 27-CDP-00-19-022-0680-02

Overview

All entities seeking grant funding must have an "active" UEI registration in SAM.gov throughout the lifecycle of the grant.

PROGRAM: Consolidated District Plan

PURPOSE: The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

BOARD GOALS:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

FY 2027 Title I, Part A - Improving Basic Programs**Included** Title I, Part A - School Improvement Part 1003**Programs:** Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant Student Education Program (ISEP)

EL - Bilingual Service Plan (BSP)

Title IV, Part A - Student Support and Academic Enrichment

Title V, Part B - Rural and Low Income Schools

IDEA, Part B - Flow-Through

IDEA, Part B - Preschool

Foster Care Transportation Plan

LEGISLATION: [Every Student Succeeds Act \(ESSA\)](#)[Individuals with Disabilities Education Act](#)[Rehabilitation Act](#)[Strengthening Career and Technical Education for the 21st Century Act](#)[Workforce Innovation and Opportunity Act](#)

[Head Start Act](#)

[McKinney-Vento Homeless Assistance Act](#)

[Adult Education and Family Literacy Act](#)

[105 ILCS 5/Illinois School Code Article 14C. Transitional Bilingual Education](#)

[23 Illinois Administrative Code 228 Transitional Bilingual Education](#)

DUE DATE:

District plans must be submitted to the Illinois State Board of Education and approved before any FY 2027 grant applications for included programs can be approved.

Submission by April 1 is recommended.

DURATION:

The District Plan is submitted for the school year 2026-2027 and must be updated annually thereafter.

AMENDMENTS:

Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.

INSTRUCTIONS:

[Instructions in PDF format](#)

COMMON

ABBREVIATIONS:

ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended)

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

BSP - Bilingual Service Plan

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Consolidated District Plan 

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Contact Information**1. Contact Information for Person Completing This Form**

Last Name*

First Name*

Middle Initial

Phone*

Extension

Email*

2. General Education Provisions Act (GEPA) Section 427 *

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federal project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to overcome those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with other information.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity issues that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may request federal funds awarded to it to eliminate barriers it identifies.

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.

([count] of 2500 maximum characters used)Board Policy 4010

Equal Employment Opportunity and Minority Recruitment

The District shall provide equal employment opportunities to all persons regardless of their race, color, religion, creed, national origin, sex, sexual orientation, age, ancestry, marital status, arrest record, status, order of protection status, or unfavorable military discharge, citizenship status, provided the individual is authorized to work in the United States, use of lawful products while not at work, physical handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation, credit history, and other legally protected categories.

All students, teachers, teaching assistants, administrators, participating support personnel, and parents in Woodridge SD 68, regardless of gender, race, national origin, color, disability, or age, will participate in all state and federal programs. All teachers and instructional staff will receive training on an annual basis to ensure that all students are included in every aspect of the curriculum, including extracurricular activities. There are currently no barriers that prevent participation.

3. Bilingual Director (Administrator overseeing EL Services) Assurance

Please take note of the following, which is determined by your district's English Learner (EL) count, shown below:

If the district has 1 or more EL students, the Bilingual Director (Administrator overseeing EL Services) must participate in the completion of the Bilingual Service Plan (BSP). The Bilingual Director (Administrator overseeing EL Services) must also participate in the completion of Title III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service Plan.

4. District Migrant Education Program Liaison

Last Name

First Name

Middle Initial

Phone

Extension

Email

The district individual above will be the contact person in the event that a migratory child is or migratory children are believed to have enrolled in the district. The District Migrant Education Liaison will be responsible for ensuring that the district complies with the requirements of the Elementary and Secondary Education Act of 1965 (Reauthorized under the Every Student Succeeds Act of 2015) - Title I, Part C - Education of Migratory Children.

5. General Completion Instructions

Work through the tabs from left to right. Save each page before moving to the next tab.

Required fields on each page are dependent upon funding sources selected on the Needs Assessment and Programs tab.

Many pages have notes at the bottom indicating for which programs the page is required.

To determine if a page is required for the funding sources selected earlier in the application, save the page before completing and look for error messages. If none, the page is not required for the program(s) selected.

How to Complete Pages with Pre-populated Fields

Several pages have two boxes below the narrative questions - one has the response from the prior year plan and the other allows responses for the updated plan. Copy the response from the prior year plan and paste it into the updated plan box, revising the description as necessary. Be sure to save the page once this has been completed for all questions on the page.

*Required field, applicable for all funding sources

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Needs Assessment and Programs**1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2026-2027. NOTE: All funding sources should be reviewed after October 1, and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed.**

- ☒ Title I, Part A - Improving Basic Programs
- ☒ Title I, Part A - School Improvement Part 1003
- ☐ Title I, Part D - Delinquent
- ☐ Title I, Part D - Neglected
- ☐ Title I, Part D - State Neglected/Delinquent
- ☒ Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- ☒ Title III - Language Instruction Educational Program (LIEP)
- ☒ Title III - Immigrant Student Education Program (ISEP)
- ☒ Title IV, Part A - Student Support and Academic Enrichment
- ☐ Title V, Part B - Rural and Low Income Schools
- ☒ IDEA, Part B - Flow-Through
- ☒ IDEA, Part B - Preschool

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported by funding from the programs selected.* [2] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to reflect the current Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of the plan.* ([count] of 7500 maximum characters used)

Woodridge School District 68 will align federal, state, and local resources to implement one coordinated improvement system focused on learning acceleration, subgroup performance, chronic absenteeism, and support Meadowview Elementary School's targeted school improvement process.

Title II-A funds will support educator-development activities, including sustained job-embedded professional learning, principal and professional learning team coaching, short-cycle instructional intervention, and formative assessment data, intervention alignment, and improved instructional access for English Learners, students with disabilities, Black students, low-income students, and other students with performance gaps.

Title IV-A funds will support supplemental Safe and Healthy Students activities, including tiered attendance and engagement supports, adult advocate and mentoring systems, supportive reentry, social climate and belonging practices, positive behavioral supports, family-centered barrier resolution, and community partnerships that help students participate consistently and successfully in school.

Title I, Part A, Section 1003 School Improvement funds will support Meadowview Elementary School's school improvement activities only. These funds will be used to support Meadowview's needs assessment, engagement, root-cause analysis, resource-inequity analysis, evidence-based practice selection, School Improvement Plan development or implementation, progress monitoring, and support for the identified through Meadowview's Targeted designation.

State and local resources will support the required and ongoing components of the work, including required attendance and truancy activities, local curriculum and assessment systems, intervention, general district administration, personnel supervision, board reporting, and other activities not allowable or not charged to federal funds. Federal funds will supplement, coordinate with, and strengthen rather than replace required district responsibilities.

The district will braid funding across Title II-A, Title IV-A, Section 1003, state resources, and local resources while maintaining the identity, allowability, documentation, and intended purpose of each funding source. Learning Acceleration and Student Engagement will help coordinate this work across the district. Costs will be charged to each funding source only for the allocable portion of time and activities that are supported by that funding source. Personnel activity records, grant budgets, school improvement plans, and local documentation will be maintained to demonstrate alignment between the district's needs, planned activities, funding sources, and the intended purpose of each funding source.

Response from the approved prior year Consolidated District Plan.

Woodridge School District 68 provides the financial resources to meet student needs based on the current ISBE funding model. Federal grant funds are used to supplement what is already provided by state and local funds. Federal funds received provide us an opportunity to further ensure students with additional needs receive equitable services.

3. Will the LEA braid funding?*Indicate the funds that will be braided, and select the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, select no.

Braiding of Funds

☒ Yes ☐ No
If Yes Braiding is selected, you will need to indicate which fund sources will be used in the box below.

- ☐ Title I, Part A - Improving Basic Programs
- ☐ Title I, Part A - School Improvement Part 1003
- ☐ Title I, Part D - Delinquent
- ☐ Title I, Part D - Neglected
- ☐ Title I, Part D - State Neglected/Delinquent
- ☒ Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- ☐ Title III - Language Instruction Educational Program (LIEP)
- ☐ Title III - Immigrant Student Education Program (ISEP)
- ☒ Title IV, Part A - Student Support and Academic Enrichment
- ☐ Title V, Part B - Rural and Low-Income Schools
- ☐ IDEA, Part B - Flow-Through

4. Will the LEA hybrid-blend Title II and/or Title IV funding?*Indicate all that apply, and select the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, select no.

Transfer of Funds

☐ Yes ☒ No

5. Provide a Summary of the LEA's Needs Assessment.*

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
([count] of 7500 maximum characters used)

The district reviewed state assessment results, local benchmark and progress-monitoring data, student work, intervention response, attendance and chronic absenteeism patterns, discipline and engagement information, school climate evidence, and outcomes disaggregated by school, grade, subject, race and ethnicity, English learner status, disability status, and economic status. The analysis showed overall academic improvement alongside continued variability across schools and grades, persistent mathematics needs, early ELA needs, and performance gaps affecting identified student groups. Chronic absenteeism further limits instructional access for a significant number of students. Meadowview Elementary School's Targeted designation requires an additional school-level needs assessment, root-cause analysis, resource-inequity review, and School Improvement Plan.

Legislative References:

- [1] Title I, Part A, Reference Section 1112(a) (1)
- [2] Title I, Part A, Reference Section 1112(a) (1)

*Required field, applicable for all funding sources

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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Needs Assessment Impact

1. Indicate which of the instruments below were used in the LEA needs assessment process.*

- A.

☒

School and/or district report card(s)
- B.

☒

Five Essentials Survey
- C.

☒

Student achievement data (disaggregated by student groups)
- D.

☐

Current recruitment and retention efforts and effectiveness data
- E.

☒

Professional development plan(s)
- F.

☒

School improvement plan(s)
- G.

☒

ESSA site based expenditure data
- H.

☐

ED School Climate Survey (EDSCLS)
- I.

☐

CDC School Health Index
- J.

☐

National School Climate Center
- K.

☐

ASCD School Improvement Tool
- L.

☒

Illinois Quality Framework and Supporting Rubric
- M.

☒

Other

List and describe other instruments and/or processes that were used in the needs assessment. The MLS Department, in collaboration with teachers, assesses the needs of multilingual learners using multiple data sources, including but not limited to teacher surveys, district benchmarks, unit assessments, and MLS benchmark assessments. Additionally, input from key district stakeholders is gathered to ensure student needs are accurately identified and appropriate instructional supports and resources are provided.

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the need applicable.* Writing space appears if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that return to this page.

- i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.
- iii. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A - Improving Basic Programs

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any development opportunities for teachers and principals, and nonpublic equitable share (if applicable)

- I. Needs assessment results (surveys of staff, administrators, students, and a complete overview of our MTSS process) show a significant number of students still at-risk for success in the areas of reading, math, and science. Notably among these students are those from low-income and second-language groups. Title 1 funds will be used to provide support/intervention assistance and materials for at-risk students in the areas of reading, math, and science.
- II. Not applicable.
- III. Needs assessment information has resulted in a continued focus on our multi-tiered systems of support at each building in the district as well as a need to provide high academic press to all students and the opportunity to be read at grade level by the end of third grade.

B. Title I, Part A - School Improvement Part 1003

- I. A comprehensive needs assessment was conducted as part of planning year activities for Meadowview School due to Targeted status.
- II. Analysis has led to a goal in math and reading as well as a focus on the Black subgroup.

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any key professional development opportunities for teachers and principals, and nonpublic equitable share (if applicable).

Woodridge School District 68 reviewed state assessment results, local benchmark and formative assessment data, student work, intervention data, attendance and engagement information, educator grade level, subject, and student group. The needs assessment identified a need to reduce instructional variability across schools and grade levels, strengthen Tier 1 instruction, improve intervention acceleration learning for students performing below grade-level expectations. Particular attention will be given to priority areas identified through district data, including mathematics performance, early literacy, and student groups requiring additional instructional access and support.

Title II-A funds will be used to support sustained, collaborative, job-embedded professional learning for teachers, principals, and instructional teams. Planned activities include principal coaching, professional learning communities, analysis of student work and formative assessment evidence, strengthening of Tier 1 instruction, alignment of intervention with diagnosed student needs, academic intervention strategies to improve outcomes for English Learners, students with disabilities, Black students, low-income students, and other student groups demonstrating performance gaps.

The Director of Learning Acceleration and Student Engagement will support the Title II-A program by coordinating and delivering the allocable portion of educator-development activities. Funded responsibilities include teacher teams, facilitating data-informed PLC cycles, supporting implementation of evidence-based instructional practices, helping teams identify and respond to learning gaps, and building the capacity and reduce gaps among student groups.

Professional development opportunities for teachers and principals will include job-embedded coaching, collaborative planning, student-work analysis, common formative assessment review, cross-school collaboration, and support for PLCs focused on priority standards and subgroup performance. Professional learning will be designed to be sustained, data-driven, classroom-focused, and connected to practice delivered as isolated training.

The district does not plan to use Title II-A funds for class-size reduction at this time. The needs assessment indicates that the more urgent Title II-A strategy is to strengthen instructional practice, or intervention alignment. If the district later uses Title II-A funds for class-size reduction, the strategy will be evidence-based, targeted to identified needs, and documented separately in the Title II-A

Title II-A equitable services for eligible participating nonpublic schools will be determined through timely and meaningful consultation. The district will reserve and provide the required equitable share services for participating nonpublic educators, as applicable, and will maintain documentation of consultation and participation.

G. Title III - LIEP

The needs assessment revealed that EL Resource and Bilingual teachers require ongoing professional development, particularly in reading instruction, to better support multilingual learners in acquiring (math, social studies, and science). This data has guided the creation of a targeted professional development plan for MLS staff and informs for ongoing departmental goals, helping to close achievement aligned with student needs and district priorities.

H. Title III - ISEP

The needs assessment indicated that EL Resource and Bilingual teachers require sustained professional development, particularly in reading instruction and centered on the new Language Power program students in acquiring English while simultaneously engaging with rigorous core content in mathematics, social studies, and science. These findings have directly informed the development of a targeted Bilingual staff and continue to shape departmental goals. This intentional focus aims to close achievement gaps and ensure that instructional practices are responsive to the unique needs of Newcomer priorities.

I. Title IV, Part A - Student Support and Academic Enrichment

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any learning gaps, improving school conditions for student learning and improving the use of technology, and nonpublic equitable share (if applicable).

Oodridge School District 68 reviewed state assessment results, local benchmark and formative assessment data, attendance and chronic absenteeism data, behavior and discipline information, school data, student work, and stakeholder feedback disaggregated by school, grade level, subject, and student group. The needs assessment identified chronic absenteeism, inconsistent student engagement, school climate and belonging needs, and achievement gaps affecting identified student groups. The district also identified the need to better coordinate attendance, academic, behavioral, family, and community engagement, connected, and able to access instruction consistently.

Title IV-A funds will primarily support activities under Safe and Healthy Students. Planned activities include a supplemental tiered attendance and student-engagement system, early identification of engagement risk, adult advocate and mentoring structures, supportive reentry practices for students returning after absences, individualized student success planning, family-centered barrier resolution supports, school climate and belonging practices, and coordination with counselors, social workers, multilingual staff, special education staff, family liaisons, and community partners.

The Director of Learning Acceleration and Student Engagement will support the Title IV-A program by coordinating and implementing the allocable portion of these supplemental Safe and Healthy Students include supporting schools in using attendance, engagement, academic, behavioral, and family information together; helping school teams develop student success plans; coordinating mentoring and outreach and barrier resolution; strengthening supportive reentry routines; and monitoring whether attendance, engagement, and school climate strategies are improving outcomes for students most

To close achievement gaps through access to a well-rounded education, the district will coordinate Title IV-A activities with Title II-A, Title I, Section 1003, state, and local resources. Title IV-A funds are in the full instructional program by addressing barriers to attendance, engagement, belonging, and school connection. State and local resources will continue to support curriculum, core instruction, and student services. Students from identified groups who are experiencing attendance or engagement risk will be connected to academic supports, enrichment opportunities, and student-success planning to limit access to well-rounded learning experiences.

To improve school conditions for student learning, Title IV-A will support relationship-centered attendance practices, mentoring, supportive discipline, PBIS, reentry supports, school belonging, family systems. The district will monitor attendance, chronic absenteeism, engagement, behavior, discipline, school climate, intervention response, and academic progress to determine whether these strategies improve learning conditions.

The district does not plan to prioritize Title IV-A funds for technology purchases at this time. Existing district technology systems will be used to monitor attendance, engagement, student-success planning toward district goals. If Title IV-A technology expenditures are added later, they will support the effective use of technology to improve academic achievement or digital literacy and will comply with state limits on technology infrastructure and administration.

Title IV-A equitable services for eligible participating nonpublic schools will be determined through timely and meaningful consultation. The district will reserve and provide the required equitable share for participating nonpublic students, teachers, and other educational personnel, as applicable. Consultation records and nonpublic participation forms will be maintained, and the public-school portion of nonpublic equitable share is determined.

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [1]

Parent input and staff input were solicited through needs assessment surveys, collaboration meetings, and students' IEP meetings.

L. IDEA, Part B - Preschool

Parent input and staff input were solicited through needs assessment surveys, collaboration meetings, and students' IEP meetings.

Legislative Requirement:

[1] IDEA - 23 IAC Section 1.420(q)

*Required field, applicable for all funding sources selected

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
Stakeholder Involvement									Instructions

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☒ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- ☒ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

District Goal 1: Student Learning and Subgroup Growth

By June 2027, Woodridge School District 68 will increase student learning outcomes in identified priority areas and reduce achievement gaps for student groups demonstrating performance disparities. The district will focus on priority academic needs identified through state and local data, including mathematics performance, early ELA performance, subgroup performance, and Meadowview Elementary School's Targeted school improvement needs. Progress will be monitored through local assessment data, student work, intervention response, movement across proficiency levels, and state assessment outcomes.

District Goal 2: Attendance, Engagement, and Learning Conditions

By June 2027, Woodridge School District 68 will reduce chronic absenteeism and strengthen student engagement, belonging, and school connection. Students identified as having both attendance and academic risk will receive coordinated student success planning, adult-advocate support, family-centered barrier resolution, supportive reentry, and aligned academic support. Progress will be monitored through attendance data, chronic absenteeism rates, engagement indicators, student success plan implementation, and academic progress for identified students.

District Goal 3: Educator Capacity and Continuous Improvement

By June 2027, Woodridge School District 68 will strengthen educator and leader capacity through sustained, job-embedded professional learning, principal coaching, professional learning team support, instructional improvement cycles, and data-informed decision-making. The district will support teachers and principals in using evidence-based instructional practices, formative assessment, student work analysis, intervention alignment, and subgroup data to improve outcomes for all students, especially students from groups demonstrating achievement gaps.

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below). * Check all that apply.

- A. ☒ Teachers (1,7,8)
- B. ☒ Principals (1,7,8)
- C. ☒ Other school leaders (1,8)
- D. ☒ Paraprofessionals (1)
- E. ☒ Specialized instructional support personnel (1,2,3,4,8)
- F. ☐ Charter school leaders (in a local educational agency that has charter schools) (1)
- G. ☒ Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
- H. ☒ Parent liaisons
- I. ☒ Title I director (1)
- J. ☒ Title II director (1)
- K. ☒ Bilingual director (Administrator overseeing EL Services) (1,6,8)
- L. ☒ Title IV director (1)
- M. ☒ Special Education director
- N. ☐ Guidance staff
- O. ☒ Community members and community based organizations (7)
- P. ☐ Business representatives (2,3,4)
- Q. ☐ Researchers (7)
- R. ☐ Institutions of Higher Education (7)
- S. ☐ Homeless Liaison (1)
- T. ☐ Other - specify
- U. ☐ Additional Other - specify

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- 6 = Title III, including LIEP and ISEP
- 7 = Title IV, Part A - Student Support and Academic Enrichment

8 = EL - BSP

2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used)

District 68 has collaborated and consulted with stakeholders as well as gathered feedback via online surveys, Google Hangout sessions and two-face to face sessions throughout the last year:

- *PTO Parent Advisory/Presidents Meetings
- *Bilingual Parent Advisory Committee
- *Staff Professional Development Survey
- *Staff Building School Improvement Survey
- *Parent Teacher Advisory Meeting
- *Timely and Meaningful Meeting with St. Scholastica Catholic School: May, 2026

Response from the prior year Consolidated District Plan.

District 68 has collaborated and consulted with stakeholders as well as gathered feedback via online surveys, Google Hangout sessions and two-face to face sessions throughout the last year:

- *PTO Parent Advisory/Presidents Meetings
- *Bilingual Parent Advisory Committee
- *Staff Professional Development Survey
- *Staff Building School Improvement Survey
- *Parent Teacher Advisory Meeting
- *Timely and Meaningful Meeting with St. Scholastica Catholic School: May, 2025

3. Describe the approaches the district will use to include parents and family members in the development of LEA plans including the Title I Parent and Family Engagement Policy so that the plans and related activities represent the needs of varied and diverse populations. ** [2]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used)

Woodridge School District 68 provides parents and family members with multiple opportunities to participate in the development, review, and revision of LEA plans, including the Consolidated District Plan, Title I Parent and Family Engagement Policy, school improvement plans, and related activities. The district seeks input through monthly PTO meetings at each school, the Five Essentials Survey, the Parent-Teacher Advisory Committee, the Special Education Committee, the Bilingual Parent Advisory Committee, district and school-level surveys, family focus groups, Title I meetings, and other stakeholder engagement opportunities.

As part of the district needs assessment process, District 68 has gathered parent and family input through specialized surveys and focus groups. Previous surveys have included the School Improvement Survey on Parent Perspective, the District Instructional Planning Survey, and a Gifted Program Survey focused on challenging advanced learners. Parent focus groups have also been used to gather feedback regarding instruction and programming from families of gifted and non-gifted students. Information from these surveys, committees, meetings, and focus groups assists district staff in identifying needs, setting priorities, determining programming, and improving supports for all learners.

The district intentionally seeks input from families representing varied and diverse populations, including families of English Learners, immigrant families, students with disabilities, students from low-income backgrounds, students experiencing chronic absenteeism or academic risk, students receiving intervention, gifted and advanced learners, and families from varied racial, ethnic, linguistic, and cultural backgrounds. Communication and engagement opportunities will be provided in accessible formats, with translation and interpretation when needed, and through varied meeting times and formats to reduce barriers to participation.

In addition to general districtwide engagement opportunities, the Multilingual Services Department provides tailored opportunities specifically designed for immigrant and multilingual families. The department hosts workshops that help parents understand and navigate the U.S. school system and the local district context. These sessions support families as active partners in their children's education by sharing practical literacy and mathematics strategies. The district also engages multilingual families through supplemental programming across the school year, including culturally responsive opportunities such as "Winter Holidays Around the World," which embeds core ELA and mathematics concepts into family learning experiences.

Parent and family input will be used to inform the district's Title I Parent and Family Engagement Policy, Title II-A professional learning priorities, Title IV-A Safe and Healthy Students activities, attendance and engagement supports, instructional planning, gifted programming, multilingual services, special education supports, and Meadowview Elementary School's Title I, Part A, Section 1003 school improvement process. Meadowview will include parents and family members through its school leadership team, stakeholder advisory process, needs assessment, root-cause analysis, and review of proposed improvement strategies.

The district will review family engagement input annually and revise plans and related activities as needed so they reflect current student and family needs. Documentation of outreach, meetings, surveys, focus groups, consultation, and policy review will be maintained.

Response from the prior year Consolidated District Plan.

District 68 provided parents many opportunities for input into the plan development. In addition to monthly PTO meetings at each school, input through the Five Essentials survey, Parent-Teacher Advisory Committee, special education committee, and the Bilingual Parent Advisory Committee, three specialized surveys, and two focus groups were held to complete the district needs assessment. Three surveys to parents included: 1. School Improvement Survey on Parent Perspective, 2) District Instructional Planning Survey, and 3) a Gifted program survey on challenging advanced learners. Additionally, parent focus groups were held to look at instruction with parents of gifted and non-gifted parents.

Using information from these groups and surveys greatly assists District 68 staff in making decisions and determining programming to assist all learners.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. Include Title I parent and family engagement required meetings and activities. Also include a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. ** [3]

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[[count] of 7500 maximum characters used)

Woodridge School District 68 will implement multiple activities and strategies to support effective parent and family engagement across the district, including the required Title I parent and family engagement meetings and activities. The district will provide families with opportunities to understand district programs, review student progress, participate in planning, provide feedback, and access strategies that support student learning at home.

Title I schools will conduct an annual Title I parent meeting to inform parents and family members of the school's participation in Title I, explain Title I requirements, review the Title I Parent and Family Engagement Policy, explain the right of parents to be involved, and provide information regarding Title I programs and services. Title I schools will also provide flexible opportunities for parent and family engagement through meetings, conferences, family learning events, school-based communication, parent input opportunities, and review of the school-parent compact. Parents will be invited to participate in the review and revision of the Title I Parent and Family Engagement Policy and school-parent compact. The district will also provide required Parent Right to Know notifications and other Title I communication in accessible formats.

Districtwide family engagement activities will include PTO meetings, parent-teacher conferences, school improvement input opportunities, parent advisory groups, family surveys, focus groups, curriculum and instructional information sessions, gifted programming feedback opportunities, special education engagement, multilingual family engagement, and family learning nights connected to literacy, mathematics, attendance, engagement, and student success. These activities are designed to help families understand district priorities, support learning at home, provide feedback, and partner with schools to improve student outcomes.

The district will use family engagement strategies to support varied and diverse populations, including families of English Learners, immigrant families, students with disabilities, students from low-income backgrounds, students experiencing chronic absenteeism or academic risk, students receiving intervention, gifted and advanced learners, and families from varied racial, ethnic, linguistic, and cultural backgrounds. Communication will be provided in accessible formats, with translation and interpretation when needed. The district will use varied meeting times, formats, and outreach methods to reduce barriers to participation.

In addition to districtwide initiatives, the Multilingual Services Department will provide targeted engagement opportunities for English Learner and immigrant families. The MLS Director will collaborate with the Bilingual Parent Advisory Committee to coordinate monthly or bi-monthly engagement events that help multilingual families

navigate the school system and support student success. BPAC will receive district training, participate in planning, operation, and evaluation of multilingual programming, review required multilingual and bilingual program information, maintain meeting records, and provide feedback to strengthen services for English Learners and their families.

The MLS Department and BPAC will support targeted, year-round family programming, including:

- September - Hispanic Heritage Month: A cultural celebration that strengthens community connection and embeds ELA learning opportunities.
- November - EL Reading Night: A literacy-focused event that provides families with reading strategies and at-home reading support.
- December - Winter Holidays Around the World: A cultural learning event that embeds ELA and mathematics concepts into family engagement activities.
- January - EL/Special Education Information Night: A session to help families understand specialized district resources, multilingual services, and special education processes.
- March - EL Kindergarten Roundup and Registration: An early onboarding event to help multilingual and immigrant families navigate registration, school expectations, and transition to kindergarten.
- May - Multicultural Resource Fair: A family and community resource event connecting families to school, community, summer learning, and support resources.

Parent and family engagement activities will be reviewed annually using participation data, family feedback, advisory group input, and student outcome data. The district will use this information to revise engagement strategies, reduce barriers to participation, strengthen communication, and ensure that activities support student learning, attendance, engagement, belonging, and academic success.

Response from the prior year Consolidated District Plan.

The district will continue to provide monthly training at all PTO meetings, as well as offer "curriculum coffees" and parent university courses.

The Director of English Language Learners will continue to work with the BPAC to coordinate monthly EL parent events highlighting EL Reading Night in November, the EL/Special Education Student Information Night in January, the EL Kindergarten Roundup, and early registration in March, and the Multi-cultural Resource Fair in May.

Title I Requirement:

An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.

[ESEA section 1113\(c\)\(3\)\(A\)](#)

Title III Requirement:

An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private entities, and institutions of higher education. (Section 3121(b)(4)(C))

Legislative References:

- [1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)
- [2] Title I, Part A, Section 1116(a)(2)
- [3] Title I, Part A, Section 1116(a)(2) and Section 1112(b)(7)

*Required field

**Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A



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Applicant: WOODRIDGE SD 68
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 27-CDP-00-19-022-0680-02

County: Dupage

Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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Parent and Family Engagement

ESEA Section 1116(a)(2).

Each Local Educational Agency (LEA) that receives Title I funds shall develop jointly with, agree on with, and distribute to parents and family members of participating children: a writ be incorporated into the LEA's Consolidated District Plan, establish the LEA's expectations and objectives for meaningful parent and family involvement, and describe how the LEA will-

- (A) Involve parents and family members in jointly developing the LEA Consolidated District Plan, and the development of support and improvement plans.
- (B) Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and imple to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organi engaging parents and family members in education.
- (C) Coordinate and integrate parent and family engagement strategies with other relevant federal, state and local laws and programs.
- (D) Conduct an annual meeting and evaluate the content and effectiveness of the policy in improving the academic quality of Title I schools, including identifying barriers to gr and family members to assist with the learning of their children; and, strategies to support successful school and family interactions.
- (E) Use the findings of the evaluation (D) to design evidence-based strategies for more effective (E) parental involvement, and to revise, if necessary the parent and family er
- (F) Involve parents in the activities of the Title I schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group o represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

By checking this box, the applicant hereby certifies that they have read, understood, and will comply with the parent and family engagement policy requirements.

Resources:

U.S. Department of Education-Parent and Family Engagement Non-Regulatory Guidance
Title Grants Administration Parent and Family Engagement Website
Parent and Family Engagement Policy Template

Upload a PDF of the District's Parent and Family Engagement Policy. Please use the naming system as noted below.

- Convert all the necessary documentation into a single PDF.
- Label the document with the region-county-district-type code number of the applicant, followed by a hyphen, then the name of the applicant, followed by a hyphen, followed by PFE
- Example: ABC School District would name the upload as 01-234-5678-90-ABC-PFEPolicy

DO NOT USE ANY SPACES OR SPECIAL CHARACTERS BESIDES A HYPHEN IN THE NAME.

NOTE: The PDF file size may not exceed 10MB or the upload will fail.

How To Upload A File

- Browse your files to locate the required document.
- Double-click to display it in the Browser window.
- Click on the Upload button.
- The name of the uploaded document will display in the area below.

Choose File No file chosen

Any uploaded files will appear below. Until the application is submitted to ISBE, an uploaded document may be deleted using the Delete button below. After submitting to ISBE, any n Version number to the name.

woodridge_68_6320.pdf

Check this box to confirm that the District's Parent and Family Engagement Policy has been uploaded.*

*Required field

Consolidated District Plan

SESSION
TIMEOUT 19:56[Close Printer Friendly Page](#)Private School
Participation[File Upload instructions are linked below. Click here for general page instructions.](#)**The application has been submitted. No more updates will be saved for the application.**

NOTE: This page may remain blank if no private schools are listed or participating in the programs

NOTE: This page is not applicable to state schools or state-authorized charter schools.

Using the latest available data, private schools within the district's boundaries that are registered with ISBE are pre-populated in the table below. Timely and meaningful consultation with these schools is required by legislation for ESEA Titles I, II, and IV. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Consultation Requirements:

Title I: LEA is required to consult with private schools where LEA-residing students attend. Schools may be located within or outside of district boundaries.

Title II/ IV: LEA is required to consult with private schools located within the LEA boundary.

Will Private Schools participate in the Program?

☒ Yes ☐ No

LEA has informed Private Schools of the Title II/Title IV transfer.

☒ Yes ☐ No ☐ N/A

[Nonpublic School Consultation Form](#)[Nonpublic School Participation List Form](#)[Upload Instructions for Private/Nonpublic School Forms](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
St Scholastica School	☐	☒ Yes ☐ No Number of Low-Income Student(s): 0	☒ Yes ☐ No Total Enrollment Number Student(s): 43	☒ Yes ☐ No Total Enrollment Number Student(s): 43	Choose File No...sen Delete File: ☐ St. Scholastica 26-26 Final TITLE GRANT.pdf

Comments:

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Applicant: WOODRIDGE SD 68
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 27-CDP-00-19-022-0680-02

County: Dupage

Consolidated District Plan 

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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Preschool Coordination

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal

ISBE Goals:

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success addressing historic inequities.
- ☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acad child.
- ☒ Elevating Educators: Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to j their needs.

District Goal(s):

- ☒ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.
 - * Foster strong, caring relationships among students, staff, and families.
 - * Maintain high expectations with clear learning targets and student goals.
 - * Create engaging and meaningful learning experiences for all students.
 - * Utilize multiple data sources to inform and improve instructional practices.
 - * Provide specific, timely feedback to support each child in achieving their highest potential.
- MLS - Under ISEP:
*Culturally Responsive Literacy & Math Instruction
*Enhancing Family-School Partnerships with Immigrant Parents
*EL & General Education Teachers Collaboration for Language Acquisition

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individ of participants in such programs to local elementary school programs.* [1]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan r
If the district does not offer early childhood education programs, enter
No Preschool Programs

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used)

Woodridge School District 68 collaborates with families and community agencies, including Child and Family Connections (CFC) and the DuPage ROE Parents as Teachers Program, to support district partners closely with CFC to support children transitioning from Early Intervention services by conducting individualized meetings with families to review available services and support agencies helps ensure students' developmental and educational needs are addressed during the transition process.

In addition, District 68 conducts preschool screenings throughout the school year to identify children at risk for developmental delays, determine eligibility for Preschool for All programming, i collaborates with local park districts and private preschool programs to share information regarding screenings, developmental milestones, and student support services to better serve familie
Response from the approved prior year Consolidated District Plan.

Woodridge School District 68 partners with families and outside agencies, such as Child and Family Connections (CFC) and the DuPage ROE's Parents as Teachers Program, to support children Intervention services, the district collaborates with CFC to provide individual meetings with families to discuss available services and supports for children ages 3-5. We maintain ongoing com transitioning out of Early Intervention.

Additionally, the district conducts preschool screenings throughout the school year to identify children at risk for developmental delays, assess eligibility for our Preschool for All program, and considering COVID-19-related impacts, such as economic, social-emotional, and housing stability challenges. As a result, we have adapted our screening process to better support children an

District 68 also works closely with the Park District and private preschool programs, sharing information about screenings, developmental milestones, and student needs.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

[1] Title I, Part A, Section 1112(b)(8)

*Required field for Title I and/or IDEA Preschool

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Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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Student Achievement and Timely Graduation

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal

ISBE Goals:

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success addressing historic inequities.
- ☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acad child.
- ☒ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to j their needs.

District Goal(s):

- ☒ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Woodridge School District 68 will further develop and implement a comprehensive plan to ensure that all students achieve their social, emotional, and academic potential. During the 2026-27 scl response opportunities, improving the quality of timely and specific feedback, implementing the EL Language Power curriculum, implementing gifted identification protocols and programmatic ch and student engagement, and supporting Meadowview Elementary School's targeted school improvement process. The Director of Learning Acceleration and Student Engagement will support im coaching, instructional improvement cycles, attendance and engagement supports, intervention alignment, data analysis, and Meadowview-specific school improvement activities. District, state, learning, strengthen learning conditions, and build educator capacity.

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement t

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To prepare students for continued success in school, college, career, and life, Woodridge School District 68 will continue developing and implementing an Academic Transformation Plan focus language development, social-emotional development, and college and career readiness. The district's well-rounded instructional program includes standards-aligned instruction in core acad services, gifted and advanced learning opportunities, early childhood programming, social-emotional learning, fine arts, physical education, technology integration, intervention, enrichment, e

To achieve this, District 68 teachers and staff will build strong, caring relationships with and among students; maintain high expectations with clear learning targets; engage students through instructional planning; provide timely, specific feedback; and increase opportunities for students to actively think, speak, write, solve, create, and demonstrate their learning. The district will i practices so that every learner is regularly engaged and understands where they are in their learning and how to improve.

The instructional program will be designed to meet the academic and language needs of all students, including English Learners, students with disabilities, students from low-income backgrou intervention, and students demonstrating attendance or engagement risk. The district will use multiple measures, including state assessment data, local benchmark data, formative assessme data, attendance data, and teacher input to identify student needs and adjust instruction.

District 68 will continue to develop the whole child by embedding social-emotional learning, belonging, relationship-building, student engagement, and supportive learning conditions into the use a rigorous curriculum design and continuous improvement process to challenge and support students at all levels. While curriculum is formally reviewed and rewritten on a multi-year cycl of student outcomes, teacher feedback, student work, assessment results, and implementation evidence.

A major focus for 2026-27 will be the implementation of the newly adopted EL Language Power curriculum to support multilingual learners' academic language development, literacy growth, i provide professional learning and implementation support to ensure that language objectives, academic vocabulary, discourse, reading, writing, listening, and speaking opportunities are embd Department will continue to support staff and families so multilingual learners can access grade-level instruction and participate fully in the academic program.

District 68 will also continue strengthening co-teaching, special education supports, intervention systems, early childhood and preschool programming, and gifted identification and programm protocols and programmatic changes recommended by the gifted audit and approved by the Board of Education. These efforts are intended to improve equitable access to advanced learning i receive timely, targeted assistance.

The Director of Learning Acceleration and Student Engagement will support development and implementation of the instructional program by helping principals and teacher teams analyze dat instructional improvement, strengthen professional learning teams, align intervention with diagnosed student needs, support active student response and feedback practices, and monitor pro support Meadowview Elementary School's targeted school improvement process and help coordinate academic, language, attendance, engagement, and student-support strategies.

The district will monitor the effectiveness of the instructional program through student achievement data, local assessments, language proficiency growth, intervention response, attendance i implementation evidence, family and staff feedback, and progress toward district and school improvement goals.

Response from the prior year Consolidated District Plan.

To ensure our students are ready for tomorrow's workforce, Woodridge School District 68 is undergoing an Academic Transformation Plan that focuses on individual student growth and prepar

Through our district focus, our teachers and staff will:

- *Form strong caring relationships with and between students
- *Operate with high expectations and clear targets in place
- *Create engagement through meaningful experiences
- *Utilize data to inform instructional planning
- *Supply specific and timely feedback to ensure each child achieves his/her personal best

As can be seen with the components of the Academic Transformation plan above, developing the whole child is of utmost importance. Social-emotional learning is embedded in the daily action student population. Academically, District 68 utilizes the rigorous curriculum design process to develop a curriculum that challenges students at all levels. Although the curriculum is reviewed improvement model is utilized to tweak and enhance instruction annually to meet student needs. A full continuum of special education services are available to the children of Woodridge. In c placements, three new special education classrooms have been added, a learning behavior specialist was hired, as were additional occupational therapists and speech-language pathologists. i services, with the help of national experts from Northwestern University, in order to ensure the needs of our most highly able are being met. Feedback is being used by our Gifted Coordinator gifted specialists. The ELL program, under the guidance of a full-time director, encompasses a bilingual language program for students in kindergarten through second grade as well as resour A blended preschool model was implemented in the 2015-16 school year and provides opportunities for almost 150 at-risk/special education children age 3-5. Lastly, full time instructional coi needs of educating inh the 21st century.

2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.* Include criteria for low-income, I applicable to the district. [2]

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Woodridge School District 68 uses a multi-measure data review process to identify students at risk of academic, language, social-emotional, behavioral, attendance, or engagement-related fa growth, language development, social-emotional and behavioral indicators, attendance, intervention response, classroom performance, and teacher input to determine individual student neec

Academically, students participate in i-Ready Reading, i-Ready Mathematics, and AIMSweb assessments three times per year. The district also reviews state assessment results, classroom ass grades or standards-based progress, intervention progress-monitoring data, and teacher observations. Behaviorally and socially, students participate in screening through Bloomsights/SELWe (BESS) two times per year. Attendance and chronic absenteeism data are also reviewed as part of the district's identification process. Illinois defines chronic absenteeism as missing 10 percer without a valid excuse.

Student data are organized, disaggregated, and shared to determine individual student growth, subgroup needs, and schoolwide patterns. Data are reviewed by school, grade level, classroom teams, building student services teams, and administrators hold Data Reviews every eight weeks to determine whether students are making adequate growth and responding to instruction ar charted and compiled over time to monitor growth, intervention response, and the need for changes in support.

Participants in these meetings include, but are not limited to, the principal, instructional coach, school social worker, school psychologist, speech/language pathologist, learning behavior specialist, district case manager, and grade-level teachers. Based on student need, teams make decisions regarding instructional adjustments, intervention, enrichment, language support, social-emotional outreach, and referral for additional review when needed.

Students are considered at risk of failure when multiple data sources indicate that they are not meeting or are not on track to meet grade-level academic expectations, language development attendance expectations, or expected growth targets. Criteria may include performance below benchmark on i-Ready or AIMSweb, limited progress on formative assessments or classroom work progress toward IEP goals, limited English language development progress, chronic absenteeism or emerging attendance risk, social-emotional or behavioral screening concerns, repeated difficulty identified through the MTSS process.

Low-income students are identified through district enrollment, student information, and program indicator data, including direct certification, household eligibility, and other applicable indicators that receive or live in households that receive SNAP or TANF benefits, are classified as homeless, migrant, runaway, Head Start, or foster children, or live in a household meeting USDA income guidelines monitored through the same academic, attendance, engagement, and intervention data review process to ensure access to instruction, intervention, enrichment, and family support.

English Learners are identified through the Home Language Survey and required language screening and assessment procedures. Illinois guidance states that districts must have procedures in place and that the Home Language Survey is used at enrollment to gather information about a student's language background. EL students are monitored through English language proficiency data participation in grade-level instruction, intervention response, and progress in listening, speaking, reading, and writing. The EL resource teacher and Multilingual Services staff participate in data reviews.

Students with disabilities are identified through the special education evaluation and IEP process. ISBE guidance states that eligibility is determined by the IEP team after reviewing and analyzing academic achievement, functional performance, parent input, teacher recommendations, observation, physical condition, social or cultural background, and adaptive behavior. Students with disabilities are identified through the special education evaluation and IEP process.

Neglected and delinquent students, when applicable to the district, are identified through enrollment information, student records, agency or placement information, court or caseworker referrals provided to the district. Students identified as neglected, delinquent, youth in care, homeless, migrant, or highly mobile are reviewed through the district's student services and MTSS process supports, school stability, attendance support, and coordination with families or agencies as needed.

The district uses this comprehensive identification process to ensure that students are not identified based on a single score or single event. Instead, teams use multiple measures to determine if a student is working, and adjust instruction or intervention when students are not making adequate progress.

Response from the prior year Consolidated District Plan.

Academically, students take the iReady Reading and iReady Math assessments as well as AIMSweb assessments three times per year. Behaviorally, students take surveys from Bloomsights/SIS (BESS) twice a year. Student data is organized, disaggregated, and shared to determine individual student growth and needs. Grade-level teams, building student services teams, and administrators serve as a time to determine if students are making adequate growth and responding to the instruction provided at each tier/level of support. Student progress is charted and compiled to capture student growth.

Participants at these meetings include, but are not limited to, the principal, instructional coach, school social worker, school psychologist, speech/language pathologist, learning behavior specialist, district case manager, and grade level teachers. Based upon student need, decisions are made regarding ways to best support individual student growth and development.

3. Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing additional help to meet language standards. This includes a description of any additional and supplemental instructional assistance designed to assist English learners and immigrant students in developing language proficiency, as applicable.* [3]

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((count) of 7500 maximum characters used)

Woodridge School District 68 provides additional and supplemental educational assistance through a multi-tiered system of support designed to help individual students meet challenging State academic and language standards. EL students are monitored through English language proficiency data, AIMSweb data, formative assessments, classroom performance, assessment data, accommodations, intervention response, attendance, behavior, and access to grade-level instruction.

Based on identified student needs, the district provides targeted supplemental supports that may include small-group instruction, intervention blocks, reteaching, pre-teaching, tutoring, professional development services, multilingual learner support, social-emotional support, attendance-connected learning recovery, and enrichment or extension opportunities. Supports are matched to student needs to determine whether students are making adequate progress. When students are not responding to the current level of support, teams adjust the frequency, intensity, duration, instructional approach, and resources.

Grade-level teams, building student services teams, interventionists, specialists, and administrators collaborate to review student progress and determine next steps. Participants may include social workers, school psychologists, speech/language pathologists, learning behavior specialists, gifted specialists, English Learner resource teachers, district case managers, and other staff members. The district ensures that students receive timely assistance and that academic, language, attendance, social-emotional, and behavioral needs are considered together rather than in isolation.

To help English Learners and immigrant students meet challenging State academic and language standards, the district provides a multi-tiered supplemental support system designed to accelerate learning for all students. Certified bilingual and ESL educators provide targeted language development support, direct academic intervention, and collaboration with classroom teachers throughout the school day. The district provides a Power curriculum to support academic language development, literacy, vocabulary, discourse, reading, writing, listening, speaking, and access to grade-level content.

Supplemental instructional assistance for English Learners and immigrant students includes targeted daily interventions, language development support, academic vocabulary instruction, scaffolded student discussion and academic discourse, reading and writing support, and collaboration among general education, multilingual, intervention, and special education staff. Student progress is monitored through English language proficiency data.

The district also provides extended learning and enrichment opportunities to prevent learning loss and reinforce English language development. These opportunities include afterschool programs, enrichment programs with the local public library, and community resources.

In collaboration with the Bilingual Parent Advisory Committee, the Multilingual Services Department provides integrated family and academic programming that connects school-day learning with home life. Opportunities help multilingual and immigrant families navigate the school system and support student success. These include Hispanic Heritage Month programming, EL Reading Night, Winter Information Night, EL Kindergarten Roundup and Registration, and the Multicultural Resource Fair. These events provide families with practical literacy and mathematics strategies while strengthening access to district and community resources.

The Director of Learning Acceleration and Student Engagement will support the coordination of supplemental academic, language, attendance, and engagement supports by helping schools monitor progress, support professional learning teams, strengthen intervention decision-making, and ensure that students with both academic and attendance risk receive coordinated student success planning.

Response from the prior year Consolidated District Plan.

Students who need additional support receive intervention services in reading, math, and behavior. Students with similar needs are grouped together for instruction/intervention. Struggling students are supported by staff or well-trained teaching assistants in the classroom or via pull-out services.

Interventions occur during dedicated reteaching time or an intervention block, known as the Differentiated Engagement Block (DEB). No new instruction is provided to students during the intervention block. Gifted services are also provided during this time block for students needing further advanced opportunities. Student progress is monitored to determine individual responses and adjust instruction or intervention when students are not making adequate progress.

Second language learners receive additional support and intervention to develop their language skills from certified bilingual and ESL educators during the school day. Afterschool programs for ELs. A summer science camp and weekly library programs in conjunction with the public library are also offered to ELs to enhance their development. The EL Resource Intervention position provides supplemental intervention services.

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners and immigrant students, as applicable.* [4]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan requirements. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*

((count) of 7500 maximum characters used)

Woodridge School District 68 will strengthen academic and language programs through high-quality Tier 1 instruction, clear learning targets, active student response, timely and specific feedback, intervention alignment, co-teaching, progress monitoring, and professional learning team collaboration. Data Reviews will occur every eight weeks to determine whether students are responding to instruction.

The district will improve school conditions for learning through social-emotional learning, relationship-building, student belonging, positive behavioral supports, attendance-connected learning, and coordinated student success planning for students with both academic and attendance risk.

For English Learners and immigrant students, bilingual resource teachers and ESL staff will provide targeted language support, enrichment, and intentional daily ESL instruction across all content areas. The EL Language Power curriculum and provide academic vocabulary instruction, scaffolded access to grade-level content, structured academic conversation, reading and writing support, and interventionists, and special education staff.

Implementation will be supported through professional learning, principal and PLC coaching, instructional improvement cycles, progress monitoring, and coordination by the Director of Learning Acceleration and Student Engagement. Elementary School will receive additional support through its Title I, Part A, Section 1003 school improvement process.

Response from the prior year Consolidated District Plan.

With clear alignment to the District Academic Transformation Plan and the FOCUS instructional model (*Form strong, caring relationships with and between students, *Operate with high expectations through meaningful experiences, *Utilize data to inform instructional planning, *Supply specific and timely feedback to ensure each child achieves his/her personal best) several key instructional strategies are implemented: 1) Significant 72: Significant 72 is a social-emotional strategy that sets aside the first three days of the school year (72 hours) and time daily, weekly, and monthly to develop relationships with students. 2) Gradual Release of Responsibility (GRR) is a less structured approach that provides opportunities within each lesson for teacher-led, peer/collaborative work and independent learning to ensure student mastery.

- 3) Kagan Cooperative Learning Structures/Accountable Talk: Kagan Structures and Accountable Talk prompts are utilized daily in all classrooms to close the opportunity gap so prevalent in encouraging response opportunities for all students, processing power is engaged and enhanced.
- 4) IMPACT TEAMS: IMPACT TEAMS are utilized to develop collective teacher efficacy daily at each grade level across the elementary schools. Focus is placed on measuring instructional impact
- 5) Daily Collaboration. Daily collaboration time is provided to all elementary staff during the mid-day to allow for staff discussions around individual students. Junior high staff utilizes daily
- 6) Instructional Coaches. The district employs an individual instructional coach at each school as well as a district technology specialist and district math specialist to provide ongoing, person methods and techniques to meet student needs
- 7) Students who qualify for gifted services receive daily time from building-based gifted specialists in grades 3-8.
- 8) Bilingual resource teachers provide EL support to Students in need of language support and enrichment. These EL-certified teachers not only co-teach in the regular education classroom but needed.

5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at hi inexperienced, or out-of-field teachers. [5]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan r
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([count] of 7500 maximum characters used)

As part of the Academic Transformation Plan, Woodridge School District 68 views the recruitment, placement, support, and retention of talented educators as essential to school success and s
licensure, endorsement, evaluation, experience, assignment, and student demographic data to determine whether low-income and/or minority students are taught at higher rates than other :
out-of-field.

For purposes of this review, the district will use applicable state definitions and data sources. Illinois defines an ineffective teacher as a teacher who has received a "needs improvement" or "u
again received a rating of "unsatisfactory" or "needs improvement." Illinois defines an out-of-field teacher as a teacher teaching in a grade or content area for which the teacher does not hold
inexperienced teacher as a teacher with fewer than two years of teaching experience.

The district will review teacher assignments by school, grade level, content area, program, and student group. This review will include the percentage of low-income and minority students as
compared with other students in the district. The district will also review staffing patterns in Title I schools, targeted support settings, special education, multilingual services, intervention, an
needs.

If the district identifies a disparity, District 68 will examine potential causes, including staffing availability, licensure and endorsement needs, recruitment challenges, teacher placement, mast
working conditions, and school leadership supports. The district will then develop a response plan that may include revised staffing assignments, targeted recruitment, mentoring, coaching, p
completion, additional administrative support, and monitoring of future staffing decisions.

District 68's hiring process is designed to support equitable access to effective educators. The process is multifaceted. Candidates complete the Ventures for Excellence online screener, which
student-centeredness. Candidates selected for interviews complete the Ventures for Excellence standardized interview process, which rates purpose, commitment, and knowledge. Finalists pa
subject or grade-level expertise, instructional pedagogy, and may include teaching a model lesson with students. Through this process, the district seeks to hire educators who are student-ce
needs of District 68's diverse learners.

District 68 will continue to support retention and teacher effectiveness through a two-year mentoring program for new staff, ongoing professional development, instructional coaching, profess
targeted assistance for teachers new to a grade level, content area, or specialized assignment. New and inexperienced teachers will receive additional support so that students in high-need sc
by a lack of educator experience.

The Director of Learning Acceleration and Student Engagement will support this process by helping principals and teacher teams strengthen instructional practice, use student data effectively,
and provide job-embedded coaching and support in schools with identified academic or subgroup needs. The Director will not replace the district's human resources and evaluation processes
capacity-building support to help ensure that all students, including low-income and minority students, have access to effective instruction.

District leadership will review staffing equity information at least annually and will use the results to inform recruitment, hiring, placement, mentoring, professional learning, retention, and sc
documentation of staffing reviews, identified disparities if any, and actions taken to address them.

Response from the prior year Consolidated District Plan.

As part of the Academic Transformation Plan, District 68 views the recruitment and retention of talented, highly qualified teachers in the classroom as an integral part of school success. The h
Ventures for Excellence online screener. This screening scores candidates on their level of teacher centered-ness vs student centered-ness. 2) Candidates selected for interviews take the Vent
them on their purpose, commitment, and level of knowledge. 3) Following the first two rounds, candidates undergo one to two additional interviews, which include questions about subject or
model lesson with students. Through this process, District 68 has hired an extraordinary group of educators. All District 68 staff are highly qualified. A two-year mentoring program and ongoi
staff retention and preparation.

6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop achievement. [6]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan r
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Woodridge School District 68 is committed to developing effective school library programs that support digital literacy, academic achievement, research skills, information literacy, reading enc
one-to-one access to Chromebooks, and preschool students have access to iPads as needed. Each building has a full-time Library Media Specialist who is supported by the department head a

Library Media Specialists play an important role in helping students develop the skills needed to locate, evaluate, use, and communicate information effectively. School library programs supp
resources, research support, digital citizenship instruction, technology integration, collaboration with classroom teachers, and opportunities for students to engage with high-interest texts ac

In addition to building-based funds allocated to continuously improve school book collections, the district invests in materials that reflect the linguistic and cultural diversity of the student pop
Arabic. The district also spends approximately \$15,000 annually on digital books so students can access texts on their devices at school and at home.

School-based Library Media Specialists teach a digital citizenship curriculum to all students. This instruction helps students develop the knowledge and skills necessary to participate safely, re
environments. Topics include appropriate technology use, online safety, responsible communication, evaluating digital information, understanding credible sources, and using digital tools to st

Library Media Specialists also collaborate with classroom teachers to support academic achievement through research projects, inquiry-based learning, content-area reading, digital resource i
supports help students strengthen reading, writing, communication, critical thinking, and problem-solving skills.

The district will continue to monitor and strengthen school library programs through collaboration among Library Media Specialists, building administrators, instructional staff, and district tech
resource use, staff feedback, curriculum needs, digital citizenship instruction, and student learning needs to guide ongoing improvements to library services, digital resources, and technology

Response from the prior year Consolidated District Plan.

Woodridge School District 68 is committed to ensuring students develop digital citizenship. All students have one-on-one access to Chromebooks. Students in preschool have access to iPads a
Specialist who is supported by the department head and a district Technology Specialist.

In addition to building-based funds allocated to continuously improve school book collections in English, Spanish, and Arabic, the district spends \$15,000 annually on digital books for student

Furthermore, school-based library media specialists teach a digital citizenship curriculum to all students, ensuring they acquire the knowledge and skills necessary for success in the 21st cent

7. Describe how the district will identify and serve gifted and talented students by using objective criteria. [7]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan r
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Identifying students for gifted services includes using multiple criteria and multiple measures. The measures used in Woodridge School District 68 include: the Naglieri Nonverbal Abilities Test
Observations, and both Home and School Rating Scales.

There are four steps for identification and an appeals process. The following steps occur in grades 2 and 6 in the spring of each school year.

Nomination

Parents, peers, staff or community members may nominate a student in grades 3, 4, 5 & 7 for gifted services evaluation by completing a nomination form.
Nomination forms are available from the gifted coordinator, gifted specialist in each building, and on the district website. Completed forms are collected by the building gifted specialist. The di
of each school year.

Screening

All students in grades 2 & 6 and nominated students take the Cognitive Abilities Test 7 (CogAT 7). Advancement Specialists identify students in grades 2 & 6 with CogAT or propensity scores i
to the next step. All nominated students continue through the identification process. Students who are nominated and those 2nd & 6th graders with a statistically significant score on CogAT o
through the identification process.

Profile Forms

Information gathered about nominated students is entered on a computer-generated profile form. This form, used by the identification panel during identification, is saved by a 6-digit studen

2019-2020

Identification Process

Review

Data collected on screened students is reviewed and evaluated by the Identification Panel consisting of district staff members trained in gifted education. The panel determines need and appropriate placement for gifted services.

Placement

Parents and students receive a letter of notification from the gifted coordinator regarding identification of need and placement for gifted services.

Students are identified as needing services in Social Studies/Science, ELA, and/or Math. Typical placement for these students is described below. Other placement options are available with a gifted specialist, and classroom teacher.

Elementary Services

At the elementary level, gifted services are provided in several different ways. Within the classroom, students receiving gifted services have differentiated opportunities provided by their class gifted specialist to provide these services. Within the 55-minute differentiated engagement block (DEB), identified students in grades 3-6 are taught by the advancement specialist. The curriculum includes interdisciplinary lessons designed to meet the needs of gifted students. These units focus on higher-level thinking, inquiry, and problem-solving skills.

The advancement specialist provides math services to students identified as needing them in sixth grade. These students receive opportunities for increased depth and complexity within the mathematics curriculum.

Junior High Services

Students at junior high school are identified as needing services in advanced math, ELA/social studies, science, or any combination thereof. They remain a cohort for both 7th & 8th grades. They participate in interdisciplinary units that incorporate science, social studies, and English language arts.

Students identified as needing gifted services in math receive service through the gifted math class. The gifted math teacher provides instruction for these students and collaborates with the classroom teacher.

Response from the prior year Consolidated District Plan.

Identifying students for gifted services includes using multiple criteria and multiple measures. The measures used in Woodridge School District 68 include: the Naglieri Nonverbal Abilities Test (NNAT), Observations, and both Home and School Rating Scales.

There are four steps for identification and an appeals process. The following steps occur in grades 2 and 6 in the spring of each school year.

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Parents, peers, staff or community members may nominate a student in grades 3, 4, 5 & 7 for gifted services evaluation by completing a nomination form.

Nomination forms are available from the gifted coordinator, gifted specialist in each building, and on the district website. Completed forms are collected by the building gifted specialist. The district then reviews all nominations for each school year.

Screening

All students in grades 2 & 6 and nominated students take the Cognitive Abilities Test 7 (CogAT 7). Advancement Specialists identify students in grades 2 & 6 with CogAT or propensity scores that qualify them to the next step. All nominated students continue through the identification process. Students who are nominated and those 2nd & 6th graders with a statistically significant score on CogAT or propensity scores continue through the identification process.

Profile Forms

Information gathered about nominated students is entered on a computer-generated profile form. This form, used by the identification panel during identification, is saved by a 6-digit student number.

2019-2020

Identification Process

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Students identified as needing gifted services in math receive service through the gifted math class. The gifted math teacher provides instruction for these students and collaborates with the classroom teacher.

Title I Requirements:

Ensure that all children receive a high-quality education.

Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Legislative References:

- [1] Title I, Part A, Section 1112(b)(1)(A)
- [2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646
- [4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646
- [5] Title I, Part A, Section 1112(b)(2)
- [6] Title I, Part A, Section 1112(b)(13)(B)
- [7] Title I, Part A, Section 1112(b)(13)(A)

*Required if funding selected for Title I, Part A; Title I, Part 1003a; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

**Required field for only Title I, Part A

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Applicant: WOODRIDGE SD 68

County: Dupage

Consolidated District Plan

Printer-Friendly

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Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 27-CDP-00-19-022-0680-02

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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College and Career Readiness

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal

ISBE Goals:

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success historic inequities.
- ☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acad
- ☐ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to i

District Goal(s):

- ☒ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Woodridge School District 68 will continue strengthening college and career readiness through a K-8 career-connected learning system focused on authentic problem solving, student engagemen school year, the district will further implement Defined Learning problem-based career cluster units at each grade level K-8, continue implementing the career cluster assessment in grades 6-8, a efforts will help students connect academic learning to future opportunities while developing communication, collaboration, creativity, critical thinking, and problem-solving skills. The district will collaboration, curriculum planning, student reflection, and review of student participation and learning evidence. The Director of Learning Acceleration and Student Engagement may support align growth, equitable access, and subgroup success.

1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education

i. Coordination with institutions of higher education, employers, and other local partners;* and

ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests an

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Pla DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Woodridge School District 68 serves students from preschool through 8th grade. The district supports effective transitions from the middle grades to high school through ongoing coordinat transition planning, student support meetings, and career-readiness programming that helps students identify interests, strengths, and future pathways.

District 68 engages in quarterly articulation meetings with high school counterparts within each subject area to support instructional alignment and a strong preschool through 12th grade i also meet with high school administrators each semester to review programming, student needs, course expectations, academic preparation, and support systems. These meetings help en academic, social-emotional, behavioral, language, and student-support information.

For students with Individualized Education Programs or 504 Plans, individual transition meetings are held between District 68 staff, high school special education staff, families, and other n student's academic, behavioral, functional, social-emotional, accessibility, and accommodation needs so that supports can continue appropriately in high school.

The District Multilingual Services Director also works with high school staff to support the transition of English Learners, particularly students with lower levels of English language proficien staff understand students' language proficiency levels, academic needs, instructional supports, and family communication needs.

District 68 also supports college and career readiness before students enter high school. The district will continue implementing Defined Learning problem-based career cluster units at eac and Project Lead the Way courses in grades 6 and 8. These opportunities help students explore career interests, identify strengths, engage in authentic problem solving, and connect class

Because District 68 is not a high school district, it does not directly provide early college, dual credit, or concurrent enrollment programming. However, the district supports future access to helping students identify interests and skills, coordinating with receiving high school partners, and sharing transition information that can support appropriate course placement, counseling

The district will continue to work with high school partners, families, local organizations, and community partners to strengthen transition practices and ensure students enter high school r term postsecondary readiness. The Director of Learning Acceleration and Student Engagement may support this work by helping align academic, attendance, engagement, subgroup, and s coordinated transition support.

Response from the approved prior year Consolidated District Plan.

Woodridge School District 68 serves children from preschool through 8th grade. The district works to provide effective transitions for students from junior high to high school by engaging i Additionally, district and school level administrators meet each semester with their high school counterparts to ensure a full preschool through 12th grade continuum of services is provided between District 68 and high school special education staff and parents regarding the specific needs of each student with an Individual Education Plan or 504 plan. The District ELL Director EL's, specifically those with low levels of English language

2. If applicable, describe the district's support for programs that coordinate and integrate the following:* [2]

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunit demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry profession

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Pla DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

NOTE: If not applicable because district serves only grades K-8, enter **Elementary District**

([count] of 7500 maximum characters used)

Woodridge School District 68 supports age-appropriate college and career readiness by coordinating academic content, career-connected learning, STEM, financial literacy, problem-based I professionals. As a preschool through 8th grade district, District 68 focuses on building foundational career awareness, academic skills, durable skills, and student interests that prepare stu early college, dual credit, and postsecondary opportunities.

Beginning in first grade, students participate in social studies and science units connected to career clusters. By the time students enter junior high, they have experienced units of study c help students connect academic content to real-world problems, future careers, and the skills needed in a changing workforce.

In the middle grades, students participate in courses and experiences that further integrate academic and career-connected learning. All junior high students take part in Financial Literacy, Tomorrow. These courses actively engage students in the 4 C's: creativity, communication, collaboration, and critical thinking. Students apply academic skills through hands-on learning, d and real-world application.

District 68 also implements Defined Learning problem-based career cluster units at each grade level K-8 and continues to use career cluster assessments in grades 6-8. These tools help st possible future pathways, and understand how classroom learning connects to career and life readiness.

In addition to district coursework, students participate in Junior Achievement programming. Junior Achievement brings community and business professionals into classrooms to teach stud workplace readiness, and real-world decision-making. These experiences allow students to learn from adults outside the traditional school setting and better understand how academic kno

District 68 schools also invite career day presenters, quest speakers, community partners, and special presenters into classrooms and school events throughout the year. These opportuniti personal pathways, and workplace skills. While District 68 does not directly offer high school academic credit, dual credit, or formal work-based learning placements, the district supports fi academic readiness, career awareness, problem-solving skills, collaboration skills, communication skills, and an understanding of their own interests and strengths.

The district will continue to coordinate with receiving high school partners so students transition with the academic foundation, career awareness, and student-success information needed counseling, and work-based learning opportunities. The Director of Learning Acceleration and Student Engagement may support this work by helping align student engagement, academic i with the district's broader improvement goals.

Response from the approved prior year Consolidated District Plan.

All students, beginning in first grade, participate in a social studies/science unit based on one of the career clusters. By the time students enter junior high, they will have had a unit of stud take part in a Finacial Literacy course, a Project Lead the Way/ STEM course, and a Tools for Tomorrow course- actively engaging in all 4 C's (creativity, communication, collaboration, and i

In addition to the courses above, students participate in the Junior Achievement program. Junior Achievement brings experts from outside the world of education into the classroom to teach economics.

Further, a variety of different career day and special speakers are invited into the schools on a regular basis to expose students to topics and careers that will help them enter their future v

Legislative References:

[1] Title I, Part A, Section 1112(b)(10)(A and B)

[2] Title I, Part A, Section 1112(b)(12)(A and B)

*Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title IV, Part A; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

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Applicant: WOODRIDGE SD 68
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 27-CDP-00-19-022-0680-02

County: Dupage

Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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Professional Development - Highly Prepared and Effective Teachers and School Leaders

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal

ISBE Goals:

- ☐ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success attention to addressing historic inequities.
- ☐ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acad each and every child.
- ☒ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to j that meets their needs.

District Goal(s):

- ☒ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Woodridge School District 68 will continue implementing its Academic Transformation Plan as a continuous improvement model focused on individual student growth, social-emotional developme development, and college and career readiness. During the 2026-27 school year, professional development will focus on active student response, timely and specific feedback, clear learning targ analysis, intervention alignment, academic language development, EL Language Power implementation, gifted programming changes, co-teaching, and instructional support for identified student and Student Engagement will support this work through job-embedded professional learning, principal and PLC coaching, instructional improvement cycles, Data Reviews, and intervention alignn professional learning through implementation evidence, student work, local assessment data, subgroup performance, attendance and engagement data, and progress toward district and school i

For each program for which funding is anticipated for the 2026-2027 school year, provide a brief description of professional development activities to be funded by

NOTE: - If Professional Development will not be provided for a funded program below, enter NOT PROVIDING.

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, :

Program and Description

A. Title I, Part A - Improving Basic Programs

Professional development funds will be used to assist teachers, interventionists, specialists, and school leaders in meeting the needs of students at risk of not meeting challenging State ac Activities may include professional learning and coaching related to evidence-based literacy and mathematics instruction, formative assessment, i-Ready and AIMSweb data use, interventi student response, timely and specific feedback, co-teaching, and instructional strategies for low-income students and other students demonstrating academic need. Participating private sc meaningful consultation and equitable services, as applicable.

B. Title I, Part A - School Improvement Part 1003

Not providing

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Professional development funds will be used to build teacher, principal, and instructional team capacity through sustained, collaborative, job-embedded, data-informed professional learnin response, timely and specific feedback, clear learning targets, formative assessment, student-work analysis, intervention alignment, instructional coaching, co-teaching, science of learning development, multilingual learner supports, special education collaboration, collective teacher efficacy, and effective use of AI and technology to improve instruction.

The Director of Learning Acceleration and Student Engagement will support the Title II-A program by coordinating and delivering the allocable portion of professional learning, coaching pri facilitating Data Reviews and short-cycle instructional improvement cycles, helping educators analyze student work and formative assessment data, supporting implementation of evidence strengthening educator capacity to improve outcomes for students demonstrating performance gaps.

Participating private schools will be included in Title II-A professional development through timely and meaningful consultation and equitable services, as applicable.

G. Title III - LIEP

Professional development funds will be used to strengthen educator capacity to support English Learners in attaining English proficiency, accessing grade-level academic content, and meet Activities will include professional learning on the implementation of the EL Language Power curriculum, Bridging professional development for self-contained teachers, WIDA Can Do Desci teachers, language goal setting, academic language development, scaffolding, culturally responsive instruction, and collaboration among general education, bilingual, ESL, intervention, an

Cultural awareness and equity professional learning will be provided for general education, bilingual, and EL teachers to strengthen instruction, family engagement, and student access. Pa through consultation and equitable services, as applicable.

H. Title III - ISEP

Professional development funds will be used to strengthen staff capacity to meet the academic, language, cultural, and transition needs of immigrant students and newcomers. Activities w supports, strategies for students with interrupted or limited formal education, academic language development, culturally responsive instruction, family engagement, trauma-informed and Descriptors refreshers, language goal setting, and strategies to help immigrant students access grade-level content.

Cultural awareness and equity professional learning will be provided for general education, bilingual, and EL teachers. Participating private schools will be included through consultation an

I. Title IV, Part A - Student Support and Academic Enrichment

Professional development funds will be used to support the district's Title IV-A Safe and Healthy Students initiative. Activities will focus on relationship-centered attendance practices, early attendance or engagement risk, adult advocate and mentoring systems, supportive reentry after absences, student success planning, family-centered barrier resolution, school climate an and supports, supportive discipline, student wellness, and coordinated academic, behavioral, attendance, and engagement supports.

The Director of Learning Acceleration and Student Engagement will support the Title IV-A program by coordinating and delivering the allocable portion of professional learning related to st learning supports, mentoring, family partnerships, supportive school conditions, and student success planning. Participating private schools will be included through timely and meaningful applicable.

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [2]

Professional development will include:

- Facilitated IEP training, to enhance parent-district collaboration
- Inclusive education best practices
- Special Education Law

L. IDEA, Part B - Preschool

Professional development will related to inclusive service delivery in the least restrictive environment and specially designed instruction for preschool learners

Legislative Requirement:

[1] Title III, Section 3115(c)(2)

[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

*Required if funding selected for Title I, Part A; Title II, Part A; Title III; Title IV, Part A; Title V, Part B; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

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Applicant: WOODRIDGE SD 68
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 27-CDP-00-19-022-0680-02

County: Dupage

Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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Safe and Healthy Learning Environment

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal

ISBE Goals:

- ☐ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success addressing historic inequities.
- ☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acad child.
- ☐ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to j their needs.

District Goal(s):

- ☒ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Woodridge School District 68 will create safe, healthy, welcoming, and engaging learning environments where all students are known, supported, connected, and able to achieve their social, emc support the whole child by strengthening relationships, student engagement, attendance, belonging, social-emotional learning, positive behavioral supports, and coordinated academic and stude

District 68 will focus on the following safe and healthy learning environment goals:

1. Form strong, caring relationships with and among students.
Staff will intentionally build positive relationships, foster belonging, and create classroom and school environments where students feel safe, connected, respected, and ready to learn.
2. Operate with high expectations and clear targets.
Schools will maintain high expectations while providing clear learning targets, predictable routines, supportive classroom conditions, and academic and behavioral expectations that help students
3. Create engagement through meaningful learning experiences.
Students will be engaged through active participation, meaningful learning tasks, student voice, career-connected learning, social-emotional learning, and opportunities to think, speak, write, sol
4. Use data to identify and respond to student needs.
District and school teams will use academic, attendance, behavior, social-emotional, engagement, and intervention data to identify students needing additional support. Students experiencing bo student success planning, adult-advocate support, family-centered barrier resolution, supportive reentry, and aligned academic support.
5. Provide specific and timely feedback so each student can achieve their personal best.
Staff will provide students with feedback that helps them understand their progress, next steps, strengths, and opportunities for growth.
6. Strengthen attendance, engagement, and student wellness.
The district will implement supplemental Safe and Healthy Students strategies, including mentoring, adult advocates, positive behavioral interventions and supports, school climate and belonging reentry supports for students returning after absences.

The Director of Learning Acceleration and Student Engagement will support implementation of these goals by coordinating attendance and engagement supports, helping schools use student dat strengthening professional learning teams, aligning academic and student-support interventions, and helping schools create learning conditions that improve student participation, belonging, and anc

1. Describe the process through which the districts will:*

i. reduce incidences of bullying and harassment;

ii. reduce the overuse of discipline practices that remove students from the classroom [1];

iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined be

a. each major racial and ethnic group;

b. economically disadvantaged students as compared to students who are not economically disadvantaged;

c. children with disabilities as compared to children without disabilities;

d. English proficiency status;

e. gender; and

f. migrant status.
- For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plc DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
- ([count] of 7500 maximum characters used)
-BULLYING AND HARASSMENT
- In order to reduce incidents of bullying and harassment, a number of proactive programs and practices are in place at each of our seven schools. Each school utilizes the principles of PBIS School teams review data and incidents on a regular basis, led by the building administration. Positive programming and reinforcement is in place at each of our schools in order to promo comprehensive board policy addressing bullying prevention, recognizing that bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. P behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals. The District is committed to preventing bullying, intimidation an students, staff and the public about the types of behaviors that could result in bullying, intimidation or harassment. It is the District's goal to prevent and eliminate these disruptive behav harassment, and to address these behaviors as soon as practicable. Under State and federal law, bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orie expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in any school-sponsored education program or activity; while in school, on schoo designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities; through the transmission of information from a school computer, i equipment; and through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or a School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. The district has a bullying prevention and response plan a safe learning environment free of bullying and harassment. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Non-Discrimination comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the Non-Discriminati Numerous student and staff surveys are administered regularly in order to monitor school culture, individual students' needs, and trends across classes, grade levels, and buildings in orde
- 2-EXCLUSIONARY DISCIPLINE/ practices that remove students from the classroom
Each of the seven schools in Woodridge School District 68 utilizes a framework of positive behavioral interventions and supports in order to outline expectations and responses. Positive pr principals guide staff in strategies to promote positive and responsive classroom environments, whether through Win-Win Discipline, CHAMPS, or other models. In each of the schools, beh addressed by the teacher within the classroom. Through ongoing teaching of strategies, as well as data analysis, teachers are best prepared to prevent and respond to minor classroom be Major behaviors can occasionally lead to removal from the classroom. However, school officials are committed to limiting the number and duration of expulsions and out-of-school suspens practicable and reasonable, consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. A parent-teacher advisory committee meets annually in orc 3 - AVERSIVE BEHAVIORAL INTERVENTIONS
Woodridge School District 68 promotes the use of positive behavior interventions and supports through individual, classroom, and school-wide programming. A number of aversive behav including Coercion, threat, intimidation, and/or bullying of students. Corporal punishment, Expulsion with cessation of services, Physical manipulation or procedure that causes pain and/or Mechanical restraints (excludes restraints prescribed by physician or used as a safety procedure for transportation). Isolated time out is not used within district 68. Physical management t designated in students' behavior intervention plans or in an emergency situation. Incidents are fully reviewed by the building principal, the district behavior intervention specialist, and the and disaggregated by race/ethnicity, disability status, gender, etc. District-wide trends are analyzed on an annual basis and reviewed by the parent-teacher advisory committee, which can use of behavior interventions for students with disabilities.
- https://apps.isbe.net/eGrant_Web/ApplicationShell.aspx?DisplayName=Safe+Learning+Environment
- 1/2

Response from the prior year Consolidated District Plan.

1-BULLYING AND HARASSMENT

In order to reduce incidents of bullying and harassment, a number of proactive programs and practices are in place at each of our seven schools. Each school utilizes the principles of PBIS. School teams review data and incidents on a regular basis, led by the building administration. Positive programming and reinforcement is in place at each of our schools in order to promote comprehensive board policy addressing bullying prevention, recognizing that bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Positive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals. The District is committed to preventing bullying, intimidation of students, staff and the public about the types of behaviors that could result in bullying, intimidation or harassment. It is the District's goal to prevent and eliminate these disruptive behaviors, harassment, and to address these behaviors as soon as practicable.

Under State and federal law, bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in any school-sponsored education program or activity; while in school, on school designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities; through the transmission of information from a school computer, internet equipment; and through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or a mobile device. The School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. The district has a bullying prevention and response plan that provides a safe learning environment free of bullying and harassment. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Non-Discrimination Officer or any staff member comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the Non-Discrimination Officer. Numerous student and staff surveys are administered regularly in order to monitor school culture, individual students' needs, and trends across classes, grade levels, and buildings in order to improve the learning environment.

2-EXCLUSIONARY DISCIPLINE/ practices that remove students from the classroom

Each of the seven schools in Woodridge School District 68 utilizes a framework of positive behavioral interventions and supports in order to outline expectations and responses. Positive principals guide staff in strategies to promote positive and responsive classroom environments, whether through Win-Win Discipline, CHAMPS, or other models. In each of the schools, behavior addressed by the teacher within the classroom. Through ongoing teaching of strategies, as well as data analysis, teachers are best prepared to prevent and respond to minor classroom behaviors. Major behaviors can occasionally lead to removal from the classroom. However, school officials are committed to limiting the number and duration of expulsions and out-of-school suspensions. When suspensions are practicable and reasonable, consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. A parent-teacher advisory committee meets annually in order to review and improve the learning environment.

3 - AVERSIVE BEHAVIORAL INTERVENTIONS

Woodridge School District 68 promotes the use of positive behavior interventions and supports through individual, classroom, and school-wide programming. A number of aversive behaviors including Coercion, threat, intimidation, and/or bullying of students. Corporal punishment, Expulsion with cessation of services, Physical manipulation or procedure that causes pain and/or discomfort, Mechanical restraints (excludes restraints prescribed by physician or used as a safety procedure for transportation). Isolated time out is not used within district 68. Physical management techniques designated in students' behavior intervention plans or in an emergency situation. Incidents are fully reviewed by the building principal, the district behavior intervention specialist, and the district administrator and disaggregated by race/ethnicity, disability status, gender, etc. District-wide trends are analyzed on an annual basis and reviewed by the parent-teacher advisory committee, which can use the results to inform behavior interventions for students with disabilities.

2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and graduation of youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]

(42 U.S.C. 11301 et seq.):*

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required to establish residency. Board policy 6340, Educational procedures, govern the enrollment of homeless children. Woodridge School District 68 works closely with the DuPage Regional Office of Education in order to ensure that all McKinney-Vento Homeless Assistance Act. Services provided to eligible students include transportation, ability to stay in school of origin, funding through a partnership with the DuPage Regional Office and access to outside resources.

Response from the prior year Consolidated District Plan.

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required to establish residency. Board policy 6340, Educational administrative procedures, govern the enrollment of homeless children. Woodridge School District 68 works closely with the DuPage Regional Office of Education in order to ensure that all McKinney-Vento Homeless Assistance Act. Services provided to eligible students include transportation, ability to stay in school of origin, funding through a partnership with the DuPage Regional Office and access to outside resources.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting them.

Legislative Requirements:

[1] Title I, Part A, Section 1112(b)(11)

[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(6)

*Required if funding selected for Title I, Part A and/or Title IV, Part A

Attendance Center Designation

Instructions

The application has been submitted. No more updates will be saved for the application.

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1001 - THOMAS JEFFERSON JR HIGH SCHOOL	☐	☐	☒	☐	
2001 - EDGEWOOD ELEM SCHOOL	☒	☐	☐	☐	07/19/2021
2002 - GOODRICH ELEM SCHOOL	☐	☐	☒	☐	
2003 - MEADOWVIEW ELEM SCHOOL	☐	☒	☐	☐	
2004 - WILLOW CREEK ELEM SCHOOL	☐	☒	☐	☐	
2005 - WILLIAM F MURPHY ELEM SCHOOL	☒	☐	☐	☐	07/19/2021
2006 - JOHN L SIPLEY ELEM SCHOOL	☒	☐	☐	☐	07/19/2021

Describe anticipated Reorganizations:

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Applicant: WOODRIDGE SD 68
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 27-CDP-00-19-022-0680-02

County: Dupage

Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
Title I Specific - Part One						Title I Specific - Part Two			

Title I Specific Requirements - Part Two

If Title I funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use Title I funding, select Title I, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

ISBE Goals:

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful career and college path.
- ☐ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic needs of each child.
- ☐ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to meet the needs of their students.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

- ☒ Woodridge School District 68 will increase student learning by providing certified staff, evidence-based instructional support, professional learning, targeted intervention, and school improvement support to Meadowview Elementary School.

1. School Improvement 1003: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted for improvement.* (Section 1112(b)(3))

Section 1111(d)

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan requirements. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*

If the district does not have any schools identified as comprehensive or targeted, enter

No schools identified under this part

([count] of 7500 maximum characters used)

Meadowview Elementary School has been identified for Targeted support. Woodridge School District 68 will carry out its responsibilities to support and improve Meadowview by assisting the school with a school improvement process aligned to the needs of the students and student groups identified through state and local data.

The district will support Meadowview in completing a school level needs assessment, reviewing disaggregated achievement and growth data, examining attendance and engagement data, and reviewing resource inequities, selecting evidence based practices, and developing or refining a School Improvement Plan with specific goals, actions, timelines, responsibilities, funding sources, and evaluation methods.

District leaders will work with Meadowview administrators, teachers, specialists, families, and other stakeholders to ensure that the school improvement plan addresses the academic, language, and social-emotional needs of the identified student group or groups. The district will provide support in reading, mathematics, professional learning, instructional planning, data analysis, intervention alignment, and student engagement.

The Director of Learning Acceleration and Student Engagement will support the Meadowview school improvement process through the allocable portion of time funded by Title I, Part A, Section 1111(d), facilitating the school leadership team and stakeholder advisory process, supporting needs assessment and root cause analysis, helping teams review student work and formative assessment data, and monitoring progress toward the goals in Meadowview's School Improvement Plan.

The district will monitor Meadowview's progress through regular meetings with school leadership, review of student achievement and growth data, intervention data, attendance and engagement data, and school improvement goals. If data indicate that strategies are not producing sufficient progress, the district will support Meadowview in adjusting the plan, strengthening implementation, and monitoring progress.

Section 1003 funds will be used only for Meadowview school level improvement activities and will not be used for general district administration or services at nonidentified schools. The district will maintain the separate purpose, allowability, and documentation required for each funding source.

Response from the approved prior year Consolidated District Plan.

Meadowview has been designated as a Targeted Improvement status. Staff will receive support and professional development from a consultant in order to improve the achievement of all students.

2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution?

- ☐ Yes
- ☒ No

3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the percentage of children in poverty, counted in the most recent census data, with respect to ALL school attendance centers in the LEA.* (Section 1112(b)(4))

Measures of Poverty from 1113(5)(A) and (B)

- ☒ School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
- ☐ TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
- ☐ Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program, and/or
- ☒ Direct Certification.

4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.* (Section 1114 and 1115)

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan requirements. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

Woodridge School District 68 operates both Title I targeted assistance programs and Title I schoolwide programs. Three schools operate targeted assistance programs under Section 1115, and three schools operate schoolwide programs under Section 1114. The overall goal of both program models is to ensure that students who are most at risk of not meeting challenging State academic standards receive timely, supplemental support in reading, mathematics, and academic engagement.

In the district's targeted assistance schools, Title I services are provided to identified students who demonstrate the greatest academic need based on multiple measures. Students are identified using data such as i-Ready Reading, i-Ready Mathematics, AIMSweb, classroom assessments, formative assessments, student work, teacher input, intervention response, attendance, engagement, and other data.

services may include push-in support, pull-out intervention, small-group instruction, pre-teaching, reteaching, progress monitoring, supplemental instructional materials, and other academic staff.

In the district's schoolwide Title I schools, Title I funds are used to improve the overall educational program of the school while still prioritizing students who are most at risk of not meeting State academic standards. Title I services include supplemental reading and mathematics support, intervention systems, progress monitoring, instructional materials, professional learning, data review, family engagement, and coordination of supports are aligned to each school's needs assessment and are designed to strengthen Tier 1 instruction, intervention, student engagement, and academic outcomes for all students, especially those at risk of not meeting State academic standards.

Across both targeted assistance and schoolwide programs, student progress is monitored through regular Data Reviews and building-level student support processes. Teams review whether student progress meets or exceeds expectations for instruction and intervention. Based on student response, supports may be continued, adjusted, intensified, or faded. Data are reviewed by individual student, grade level, school, content area, and language needs effectively.

Title I services support students from low-income backgrounds, English Learners, students with disabilities, students experiencing academic risk, students with attendance or engagement concerns, and students with academic and language standards. Services are coordinated with district MTSS, multilingual learner supports, special education services, attendance and engagement supports, and family engagement.

Meadowview Elementary School has also been identified for Targeted support through the school improvement process and will receive additional support through Title I, Part A, Section 1002.21 assessment, root-cause analysis, resource-inequity review, evidence-based practices, School Improvement Plan, and progress monitoring measures.

When applicable, children who are neglected or delinquent, or who are living in local institutions or participating in community day programs, will have access to educational services and support to meet or exceed challenging State academic standards. The district will coordinate with appropriate agencies, families, and school personnel to support enrollment, attendance, instructional access, transition, and other needs.

Response from the approved prior year Consolidated District Plan.

The schoolwide programs at each elementary school are focused on developing basic skills in reading and writing for struggling students identified through our multi-tiered system of support provided through pull-out and push-in support by highly qualified staff. Ongoing progress monitoring of students is a core component of all programs and services to determine the rate students are meeting or exceeding State academic standards. The district ensures that all other students need to ensure equal opportunity to meet academic achievement standards.

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, and the role of parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1112(b)(9))

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan approved response. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*

*If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only***

[[count] of 7500 maximum characters used)

Woodridge School District 68 operates Title I targeted assistance programs at Murphy, Willow Creek, and Meadowview. Students are identified for Title I targeted assistance based on multiple factors, including failing or most at risk of failing to meet challenging State academic standards.

The district uses a multi-measure identification process that may include i-Ready Reading, i-Ready Mathematics, AIMSweb, classroom assessments, common formative assessments, student response, teacher input, attendance and engagement data, and other relevant academic information. Students demonstrating the greatest need in reading, writing, mathematics, language development, and supplemental Title I services.

Identification decisions are made through the district's MTSS and Data Review process. Grade-level teams, school leaders, interventionists, instructional coaches, paraprofessionals, English Learner support personnel review student data to determine which students need additional support. Teams meet regularly to monitor student progress and determine whether services should begin, continue, or be modified.

Parents and family members are included in the process through communication about student progress, parent-teacher conferences, intervention updates, Title I family engagement opportunities, and supports that may help the student meet or exceed challenging State academic standards.

Administrators ensure that the identification process is applied consistently and equitably across targeted assistance schools. Paraprofessionals and instructional support personnel provide individualized support to students. The district reviews data by school, grade level, content area, and student group to ensure that Title I services are directed to students with the greatest demonstrated need for supplemental assistance.

Response from the approved prior year Consolidated District Plan.

Within our targeted assistance schools (Willow Creek and Meadowview), students working below grade level will receive focused instruction to increase their academic performance in all subject areas.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those who are not meeting them, the district will implement the following strategies:

*Required field

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Applicant: WOODRIDGE SD 68

County: Dupage

Consolidated District Plan 

Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 27-CDP-00-19-022-0680-02

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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IDEA Specific Requirements

If IDEA funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funding, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

ISBE Goals:

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful career or postsecondary education.
- ☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social-emotional needs of each child.
- ☐ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to meet the needs of all students.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

- ☒ Intentionally increase active student response opportunities and the quality of timely, specific feedback so that every learner regularly engages in thinking, speaking, writing, or doing while clear to improve.

1. How was the comprehensive needs assessment information used for planning grant activities?* This section should include the comprehensive needs identified by IDEA.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Our comprehensive needs assessment has continued to guide how we prioritize areas for our IDEA funding, along with our department improvement plan. We continue to recognize that student learning needs have, in many cases, been increased, and supports need to be even more targeted and individualized this year. We will be utilizing Teaching Assistant support to provide the executive functioning and general education learning environments in order to support their self-management and participation. We are ensuring that our staff are equipped with methodologies and strategies to support our department's continuing needs related to the law.

Response from the approved prior year Consolidated District Plan.

Our comprehensive needs assessment has continued to guide how we prioritize areas for our IDEA funding, along with our February, 2022 special education audit and annual audit updates. Learning conditions have, in many cases, been increased, and supports need to be even more targeted and individualized this year. We will be utilizing Teaching Assistant support to provide the executive functioning and general education learning environments in order to support their self-management and participation. We are ensuring that our staff are equipped with methodologies and strategies to support our department's continuing needs related to the law.

2. Summarize the activities and programs to be funded within the grant application.*

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Teaching Assistants: meeting students' needs in inclusive and self-contained classrooms, providing supports under the supervision of special education staff

Professional Learning and Development: support related to instructional methodologies, the use of technology, legal updates, co-teaching, cooperative learning, and social-emotional needs

Student learning: tuition for placement in cooperative programs related to significant student needs, goalbook licenses to support the development of rigorous IEP goals connected to state standards

Response from the approved prior year Consolidated District Plan.

Teaching Assistants: meeting students' needs in inclusive and self-contained classrooms, providing supports under the supervision of special education staff

Professional Learning and Development: support related to instructional methodologies, the use of technology, legal updates, co-teaching, cooperative learning, and social-emotional needs

Student learning: tuition for placement in cooperative programs related to significant student needs

3. Describe any changes in the scope or nature of services from the prior fiscal year.*

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

No significant changes

Response from the approved prior year Consolidated District Plan.

No significant changes

4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator. Performance Plan (SPP) Indicators, please click on the hyperlink below.

<https://www.isbe.net/Pages/Special-Education-Programs.aspx>

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Numerous state performance plan indicators will be supported by IDEA funds.

SPP Indicator 3: A results indicator that measures the participation and performance of children with IEPs on statewide assessments and proficiency rates, will be supported through the use of rigorous IEP goals directly connected to state standards and also tie this to instructional strategies.

Indicators 5 and 6, Educational Environments, is also a key area targeted and supported by this grant.

*Required field

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Applicant: WOODRIDGE SD 68

County: Dupage

Consolidated District Plan ▾

Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 27-CDP-00-19-022-0680-02

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			

Overview***Note: This plan section is not required for the Department of Juvenile Justice.**

PROGRAM: Youth in Care Stability

PURPOSE: To comply with ESSA requirements for educational stability for students who are Youth in Care.

REQUIRED FOR: All Illinois school districts and state-authorized charter schools

RESOURCES: [ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)
[US Department of Education \(USDE\) web page for Students in Foster Care](#)
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)
[Educational Stability Requirements \(Effective October 7, 2008\)](#)
[Public Act 099-0781 \(effective 8/12/2016\)](#)
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)
[Finance, Budgets & Funding – Transportation Programs \(scroll to Foster Care Transportation section\)](#)
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

BACKGROUND

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and impl how transportation to maintain students who are Youth in Care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time a

DEFINITION AND REFERENCES

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total.

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related tri include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer sticker (Federal C the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

REQUIREMENTS

A. The following factors should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:

1. Safety
2. Duration of the need for services
3. The time/length of travel time for the student each day
4. Time of placement change
5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
6. Traffic patterns
7. Flexibility in school schedule
8. Impact of extracurricular activities on transportation options.
9. Maturity and behavioral capacity of student

B. The following low-cost/no-cost options should be considered when developing the transportation procedures:

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
 - a. Contracted services - taxis, student transport companies, etc. - see note below
 - b. Public transportation such as city buses, rails, etc.
 - c. Carpools - see note below
 - d. School/District staff - see note below
 - e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in cc or group homes

NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than par transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) c INCLUDES TAXI CAB DRIVERS.

REMINDER: A multifunction school activity bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]

C. The following funding options should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP
5. Local funds

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Applicant: WOODRIDGE SD 68
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 27-CDP-00-19-022-0680-02

County: Dupage

Consolidated District Plan 

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
Youth in Care Stability Plan Requirements				Youth in Care Stability Plan Contacts			Best Interest Determination Plan		

Contact Information

***Note: This page is not required for the Department of Juvenile Justice.**

- As part of the Youth in Care Stability Plan development process, several stakeholders should be involved. These may include, but are not limited to:
- a. Local educational agency (LEA) point of contact for Youth in Care/Foster Care students (LEA-POC)
 - b. LEA transportation director
 - c. Child welfare agency point of contact
 - d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
 - e. Title I director
 - f. School social worker
 - g. Guidance counselor
 - h. Special education personnel

Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are required as applicable.

1. Youth in Care/Foster Care LEA-POC - required*

Last Name*

First Name*

Position/Title*

Email*

Bowers

Anne

Director of Special Education

bowersa@wood

Phone*

630

795

6835

☐

 Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

2. LEA Transportation Director - required*

Last Name*

First Name*

Position/Title*

Email*

Saindon

Curt

Asst. Superintendent

saindonc@wood

Phone*

630

795

6800

☐

 Click here to add information for other personnel involved in the plan development.

*Required field

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Applicant: WOODRIDGE SD 68
Application: 2026-2027 Consolidated District Plan - 00
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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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Best Interest Determination as it relates to School Stability

***Note: This page is not required for the Department of Juvenile Justice.**

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining the best interest of the affected student's placement if the student becomes a Youth in Care or changes residences while th personnel and other stakeholders involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in their best interest, as it relates to ensuring

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. Foster Care Student Supp Woodridge School District 68 (WSD 68) utilizes a systematic, child-centered approach to determine and support the best interests of highly mobile students. This framework is especially critical giv on modern families. Upon notification from a Child Welfare Agency (CWA) that a student has entered foster care or changed placements, WSD 68 immediately initiates a collaborative Best Interest residence.

The BID Multi-Disciplinary Team
To ensure a holistic evaluation of the student's unique needs, the BID process convenes a specialized team, including:

CWA Point of Contact: The assigned caseworker.

WSD 68 Leadership: Anne Bowers (Director of Special Education & Foster Care Transportation Designee) and Dr. Greg Wolcott (Assistant Superintendent for Teaching and Learning & Title I Directo

Partner LEA Representatives: Administrators from the corresponding district of origin or residence.

School-Level Practitioners: Social workers, educators, and staff members with direct knowledge of the student.

Holistic Evaluation Factors
While logistical feasibility is assessed, WSD 68 prioritizes student-centered and educational factors to champion school stability. The team thoroughly evaluates:

Academic & Social Continuity: Academic standing, peer relationships, staff connections, sibling placements, and the presence of specialized services (e.g., IEPs).

Student Well-Being & Preference: The child's expressed school preference, safety considerations, anxiety levels, and emotional maturity.

Placement Dynamics: Expected duration of the foster placement, historical school mobility, and the proximity of transition timelines to logical academic junctures (e.g., grading periods or testing w

Commute Impact: The physical and emotional toll of travel times based on the student's age and behavioral needs.

Transportation Logistics & Cost-Sharing
Recognizing that school stability is a vital protective factor for foster youth, WSD 68 makes every effort to maintain students in their school of origin. If remaining in the school of origin requires cr to facilitate immediate transportation. Additional costs are managed through collaborative funding mechanisms, including:

Full reimbursement to WSD 68 by the local CWA.

Cost-sharing agreements between WSD 68 and the school district of origin.

Cost-sharing agreements between WSD 68 and the local CWA.

Once a determination is finalized, the residence district notifies the school of origin's transportation designee to seamlessly execute the transit plan without disruption to the student's education.

Response from the approved prior year Consolidated District Plan.

In Woodridge School District 68, we continue to use a systematic, child-centered approach for determining the best interest of the affected child. This is especially critical given the impact of COVI that a student has been placed in foster care or changed residence while in foster care, Woodridge School District 68 will participate in the Best Interest Determination (BID) for the student, in coll residence.

The Best Interest Determination will consist of a team meeting with a number of individuals who know the student and can help prioritize the needs, including the child welfare agency point of con of Special Education who oversees foster care transportation for Woodridge School District 68) and current district of residence, staff members who know the student (i.e. school social worker, spe Wolcott, Assistant Superintendent for Teaching and Learning). In collaboration with the CWA worker and other district representative(s), Woodridge School District 68 representatives will share infr evaluate a number of factors individualized to this student. Student-centered and educational factors will be important to this process, beyond the logistics of transportation. Factors that will be co include:

How long is the placement expected to last and what is the permanent plan?
How many schools has the child attended this year? The past few years?
How strong is the child academically? Which school does the child prefer? Why?
Does the child have siblings placed in the school?
Does the child have positive peer relationships? Connection to staff?
Would the timing of a transfer coincide with a logical juncture such as after testing, end of semester, or end of the school year?
How would the length of commute impact the child?
Does the youth have any anxieties about the upcoming move or changes in his/her life?
Are there any safety issues to consider?

If the best interest determination decisions is that the student will remain in the current school, the foster care point of contact will notify the school of origin transportation designee, who will ther the mobility rate of youth experiencing foster care, all efforts will be made to keep foster care youth in the school of origin.

The decision will be made on an individual determination for the child's unique needs with the recognition that school stability is critical for students who are living in foster care situations, given tt students, distance and transportation time will be more of an issue than others, based on age, behavior, and needs. For others, stability may outweigh the distance aspect. Additional factors that v school year vs. end of the school year), traffic patterns, participation in extracurriculars and related impact, child's maturity, safety.

If the child is now residing within Woodridge School District 68 and there are additional costs incurred in providing transportation to maintain the child in their school of origin outside of District 68 origin if:

The local CWA agrees to reimburse Woodridge 68 for the cost of such transportation;

Woodridge School District 68 and the school district of origin agree to share the cost of such transportation;

Woodridge School District 68 and the local CWA agree to share the cost of such transportation.
If the BID decision is that the student will remain in the school of origin, the resident district will notify the transportation designee from the school of origin, who will then assist the CWA worker ir

2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Sect

[See IDEA legislation here](#) [See Section 504 here](#)

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
Woodridge School District 68 recognizes that significant percentage of children in foster care are receiving special education services and that research shows that children in foster care are betwe

than their peers not in foster care. The Individuals with Disabilities Education Act (IDEA) requires that districts provide a free, appropriate public education including related services to children with IDEA and Section 504 would be applicable for children in foster care, and further consideration must be given in order to consider a full range of placement options to meet the needs of children with classes, special classes, separate schools, home instruction, and instruction in hospitals and institutions. Under the IDEA, each child's placement decision must be made by a group of knowledgeable foster care, staff from a child welfare agency. School districts must also provide FAPE under Section 504, and ensure that practices and supports are non-discriminatory. Whether the student is eligible educated in the least restrictive environment appropriate for his or her needs.

Response from the approved prior year Consolidated District Plan.

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3. Describe any special consideration and legal requirements taken into account for children who are English learners.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

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Woodridge School District 68 acknowledges that many children in foster care are also English learners. Title VI27 and the Equal Educational Opportunities Act of 1974 (EEOA)28 require public schools to ensure that all EL students, including EL students in foster care, can participate meaningfully and equally in educational programs. As a district, we comply with all legal requirements under Identification and assessment of all potential EL students in a timely, valid, and reliable manner
Provision of EL students with a language assistance program that is educationally sound and proven successful
Sufficient staffing within the language assistance programs for EL students
Assurance that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities
Avoiding unnecessary segregation of EL students
Ensuring that EL students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered within For EL students who opt out of language assistance programs, individualized support and meetings
Ongoing Monitoring and evaluation of EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit EL students from language assistance programs when they are proficient in English, and monitoring of exited students to ensure they were not prematurely exited and that any academic deficits incurred in the Evaluation of the effectiveness of our language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time (D68 audit completed in Spring, 2018)
Ensure meaningful communication with limited English proficient (LEP) parents

Response from the approved prior year Consolidated District Plan.

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Ensure meaningful communication with limited English proficient (LEP) parents

4. Describe the dispute resolution process should there be disagreement among education decision makers, and other stakeholders regarding the best interest determination.

Be sure to include the step-by-step process if one would want to initiate a dispute about the Best Interest Determination decision. NOTE: include that DCFS has the final decision.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

District 68 is committed to a fair dispute resolution process should there be disagreement among parents, education decision makers, or other stakeholders. We recognize that child welfare agencies Recognizing this, as well as the requirements under the Fostering Connections Act and Title I, a high level of coordination among agencies would occur, facilitated by the D68 LEA, to ensure the end process, it is expected that every effort would be made to , the relevant to reach agreement regarding the appropriate school placement of children in foster care. However, if there is disagreement requirements under ISBE and the Fostering Connections Act that the child welfare agency should be considered the final decision maker in making the best interest determination (unless State law positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan.

Response from the approved prior year Consolidated District Plan.

District 68 is committed to a fair dispute resolution process should there be disagreement among parents, education decision makers, or other stakeholders. We recognize that child welfare agencies Recognizing this, as well as the requirements under the Fostering Connections Act and Title I, a high level of coordination among agencies would occur, facilitated by the D68 LEA, to ensure the end process, it is expected that every effort would be made to , the relevant to reach agreement regarding the appropriate school placement of children in foster care. However, if there is disagreement requirements under ISBE and the Fostering Connections Act that the child welfare agency should be considered the final decision maker in making the best interest determination (unless State law positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan.

5. Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who are in foster care.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

Annual training for school secretaries, administrators, and social workers will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students

*Required field

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			

Youth in Care Stability Plan Development

*Note: This plan section is not required for the Department of Juvenile Justice.

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process

Be sure to include the factors that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. The school district's busin social worker will collaborate with the Child Welfare Agency and other school idistrict in order to develop a transportation plan that recognizes the student's needs and best interests. Upon notificati student has been placed in foster care or changed residence while in foster care, Woodridge School District 68 will participate in the Best Interest Determination (BID) for the student, in collaborat school district of residence. In collaboration with the CWA worker and other district representative(s), Woodridge School District 68 representatives will share information on the appropriateness of transportation factors, considering the distance, safety, transportation time, the child's unique needs, cost, and other relevant options. If the child is now residing within Woodridge School District (providing transportation to maintain the child in their school of origin outside of District 68, Woodridge School District 68 may provide transportation to the school of origin if the local CWA agrees i transportation; through cost sharing agreement with the the school district of origin and/or the CWA.

Response from the approved prior year Consolidated District Plan.

The school district's business office, special education office, and school social worker will collaborate with the Child Welfare Agency and other school idistrict in order to develop a transportation pla interests. Upon notification from the Child Welfare Agency (CWA) that a student has been placed in foster care or changed residence while in foster care, Woodridge School District 68 will participa the student, in collaboration with the school district of origin or new school district of residence. In collaboration with the CWA worker and other district representative(s), Woodridge School District the appropriateness of the current educational setting and transportation factors, considering the distance, safety, transportation time, the child's unique needs, cost, and other relevant options. If School District 68 and there are additional costs incurred in providing transportation to maintain the child in their school of origin outside of District 68, Woodridge School District 68 may provide ti CWA agrees to reimburse Woodridge 68 for the cost of such transportation; through cost sharing agreement with the the school district of origin and/or the CWA.

2. Indicate which options will be considered when developing the transportation plan. Check all that apply.*

- ☒ a. Pre-existing transportation route
- ☒ b. New transportation route
- ☒ c. Route-to-route hand-offs
- ☒ d. District-to-district boundary hand-offs
- ☒ e. Other services for which student is eligible, such as IDEA transportation options
- ☒ f. Options presented by DCFS worker
- ☒ g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST pc per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

- ☐ h. Other - describe
- ☐ i. Other - describe
- ☐ j. Other - describe

3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.*

Be sure to include the funding options that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

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Multiple funding options will be considered in order to develop a transportation plan for students in foster care. State funding through regular education and special education routes are one import education transportation would be highest priority when applicable and eligible.

Additional funding options to be explored include Title IV-E (however, consider that all children in foster care may not be eligible, tribal foster children may be eligible, and the State CWA is respon funds reserved for comparable services for homeless children & youth may not be used for transportation); and special education funding, as if the student has an Individual Educational Program (transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any all public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE.

Response from the approved prior year Consolidated District Plan.

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4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

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District 68 is committed to a fair dispute resolution process should there be disagreement among parents, education decision makers, or other stakeholders. The child must remain in his or her scd process is taking place. Woodridge School District 68 recognizes that child welfare agencies, SEAs, and LEAs each bring valuable perspectives to the process. Recognizing this, as well as the requir Title I, a high level of coordination among agencies would occur, facilitated by the D68 LEA, to ensure the educational stability of children in foster care. While the child continues to attend his/her would be scheduled by Anne Bowers, Director of Special Education and Foster Care Transportation coordinator for D68. Participants would include representatives from both LEAs, individuals who l special education staff), DCFS/CWA representatives. Through this coordination process, it is expected that every effort would be made to reach agreement regarding the appropriate school placem consider the child's unique needs and relevant circumstances related to transportation to the district of origin, including safety, distance, the child's behavioral needs, the child's maturity, time of s extracurriculars, any medical needs, and any other relevant needs. Stability for the child is of the utmost importance given the foster care situation, but multiple needs and impacts will be reviewe is disagreement regarding school placement for a child in foster care, we adhere to the requirements under ISBE and the Fostering Connections Act that the child welfare agency should be consid interest determination (unless State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the components of the case plan.

Response from the approved prior year Consolidated District Plan.

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interest determination (unless State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the components of the case plan.

5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.

NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

As the school district of origin, we would assume responsibility for transportation while all disputes are being resolved. We would work with numerous transportation options to identify an appropriate dispute time

Response from the approved prior year Consolidated District Plan.

As the school district of origin, we would assume responsibility for transportation while all disputes are being resolved. We would work with numerous transportation options to identify an appropriate dispute time

6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of such services.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

Administrators and social workers are provided in-depth information on this process on an annual basis, and serve as the points of contact in their schools should a need arise. In order to ensure that all school personnel are aware of a student who is eligible, each year, social workers and principals will inform staff of this process.

Response from the approved prior year Consolidated District Plan.

Administrators and social workers are provided in-depth information on this process on an annual basis, and serve as the points of contact in their schools should a need arise. In order to ensure that all school personnel are aware of a student who is eligible, each year, social workers and principals will inform staff of this process.

*Required field

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Applicant: WOODRIDGE SD 68
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 27-CDP-00-19-022-0680-02

County: Dupage

Consolidated District Plan 

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
BSP Overview						BSP Plan Specific			

BSP Overview

Program Name: EL - Bilingual Service Plan

Purpose: The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code, Title VII, Part 228.50. In addition, this data collection will help the Multilingual Department better support school districts in providing services for challenging academic standards as all children are expected to meet in Illinois.

Rules: [23 Ill. Admin. Code, Part 228.50](#)

Contact: Multilingual Department at 312-814-3850
multilingual@isbe.net

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
BSP Overview					BSP Plan Specific				
BSP Program Contact	Attendance Center Enrollment Information				BSP Professional Development			BSP TBE Requirements	

BSP Contact Information

English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Provide information below for the Bilingual Director (Administrator overseeing EL Services)

Last Name*

Phone*

First Name*

Middle Initial

Email*

EL Program Director Requirements:

- a. Administrative Endorsement ☒
- AND
- b. ESL/Bilingual Endorsement ☒
- OR
- Eight (8) Hours of Professional Development Related to EL Education ☐

*Required field

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BSP Overview					BSP Plan Specific				
BSP Program Contact	Attendance Center Enrollment Information				BSP Professional Development			BSP TBE Requirements	

Attendance Center Enrollment Information

English Learners (ELs) are in the district(This number was current as of the date the application was published and became available for application.)

Types of Instructional Design Offered in Your District (Mark all that apply.)

- ☐ Dual Language One-Way
- ☐ Dual Language Two-Way
- ☒ Transitional Bilingual Education Program
- ☒ Transitional Program of Instruction

Staffing Levels in Your District (Mark all that apply.)

- ☒ We have sufficient ESL-certified staff to provide services.
- ☒ We have sufficient bilingual-endorsed staff to provide services.
- ☐ We do not have sufficient staff and are working to increase the number of bilingual/ESL-endorsed staff to meet district needs.

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
BSP Overview					BSP Plan Specific				
BSP Program Contact	Attendance Center Enrollment Information				BSP Professional Development			BSP TBE Requirements	

BSP Professional Development

616 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

PROFESSIONAL DEVELOPMENT ACTIVITIES

Professional development activities must be provided to all staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language staff.

*The required professional development will be provided.

- ☒ Yes
- ☐ No

If the district has any additional comments or explanations they would like to provide, please do so here: (Optional)

*Required field

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
BSP Overview					BSP Plan Specific				
BSP Program Contact	Attendance Center Enrollment Information				BSP Professional Development			BSP TBE Requirements	

BSP TBE Requirements

English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes☒No☐

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30(c)(3).

Yes☒No☐

Does your district have a full-time TBE Spanish program?

Yes☐No☒

Does your district use Spanish Language Arts Standards?

Yes☒No☐

*Required field

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BSP Overview					BSP Plan Specific				
BSP Program Contact	Attendance Center Enrollment Information				BSP Professional Development			BSP TBE Requirements	

TBE Parent Advisory Committee

English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Does your district offer a TBE program?

Yes ☒
No ☐

Please check all that apply to the district’s Bilingual Parent Advisory Committee (BPAC).

The district attests that:

- ☒ The BPAC meets at least 4 times a year.
- ☒ The BPAC minutes, bylaws, and attendance information is maintained by the district.
- ☒ The BPAC reviews the bilingual service plan and EL-EBF plan annually.
- ☒ The BPAC is composed of a majority of TBE parents.

If the district has any additional comments or explanations they would like to provide, please do so here: (Optional)

[Close Printer Friendly Page](#)**Applicant:** WOODRIDGE SD 68**County:** Dupage**Consolidated District Plan** ▼**Application:** 2026-2027 Consolidated District Plan - 00**Cycle:** Original Application[Printer-Friendly](#)[Click to Return to Application Select](#)**Project Number:** 27-CDP-00-19-022-0680-02

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
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Board Approval, Certification, and Assurances**Instructions**

- ☒ By checking this box, the applicant hereby certifies that he or she has read, understood, and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.

Provide the date on which the District Board approved the Consolidated District Plan.

07/20/2026

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

1. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. Coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. Collaborate with the State or local child welfare agency to—
 - A. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - B. By not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
 - i. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ii. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - b. The local educational agency agrees to pay for the cost of such transportation; or
 - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and

6. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. Each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. The eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. In the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. In the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools on the U.S. Department of Education website.

v.02.17.2026

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Project Number: 27-CDP-00-19-022-0680-02

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
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Grant Application Certifications and Assurances[Instructions](#)

- ☒ By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information, and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

DEFINITIONS

"Applicant" means an individual, entity, or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.

"Grant" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant," "award," "program," and "project" may be used interchangeably.

"Grantee" means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"Project" means the activities to be performed for which grant funds are being sought by the applicant. The terms "project" and "program" may be used interchangeably.

The capitalized word "Term" means the period of time from the project beginning date through the project ending date.

Termination means the ending of a grant, whether in whole or in part, at any time prior to the end of the grant Term, as stated in the Grant Agreement.

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

<https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200?toc=1>

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

<https://www.ilga.gov/Legislation/ILCS/Articles?ActID=3559&ChapterID=7>

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

<https://ilga.gov/agencies/JCAR/Sections?PartID=04407000>

NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of

Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

PROJECT

5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the "project." In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.
9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
10. The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.
11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.
12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.
15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

INVOLUNTARY TERMINATION

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.
17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to,

involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (*Plyler v. Doe*, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
- Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - Maintain separate accounts and ledgers for the project;
 - Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;
 - Properly post all expenditures made on behalf of the project;
 - Be responsible for the accountability, documentation, and cash management of the project; the approval and payment of all expenses, obligations, and contracts; and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
 - Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
 - Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/grantees on actual expenditures/obligations that occur within project beginning and ending dates;
 - Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
 - Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education; and
 - Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

30. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, "applicant," "grantee," or "contractor" means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the state

The applicant certifies and agrees that it will provide a drug-free workplace by:

- Publishing a statement:
 - Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.
 - Specifying the actions that will be taken against employees for violations of such prohibition.
 - Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
 - Abide by the terms of the statement; and
 - Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- Establishing a drug-free awareness program to inform employees about:
 - The dangers of drug abuse in the workplace;
 - The grantee's or contractor's policy of maintaining a drug-free workplace;

- iii) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - iv) The penalties that may be imposed upon an employee for drug violations.
- c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
- f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

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Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
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Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions

[Instructions](#)

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

Before completing this certification, read instructions below.

CERTIFICATION

☒ By checking this box, the prospective lower tier participant certifies that:

1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
4. It will include the clause titled 'Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions,' without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

Instructions for Certification

1. By checking the box above and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms 'covered transaction,' 'debarred,' 'suspended,' 'ineligible,' 'lower tier covered transaction,' 'participant,' 'person,' 'primary covered transaction,' 'principal,' 'proposal,' and 'voluntarily excluded,' as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.

5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the 'GSA Government-Wide System for Award Management Exclusions' (SAM Exclusions) at:
www.sam.gov
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

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Applicant: WOODRIDGE SD 68**County:** Dupage
[Consolidated District Plan](#) ▼
Application: 2026-2027 Consolidated District Plan - 00**Cycle:** Original Application
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Project Number: 27-CDP-00-19-022-0680-02

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
Certification Regarding Lobbying					Instructions
This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31 U.S.C. 1352. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. ☒ By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that: (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement. (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit ISBE 85-37"Disclosure of Lobbying Activities," in accordance with its instructions. (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.					
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Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
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GEPA 442 Assurances**Instructions**

☒ By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"APPLICANT" means an individual, entity, or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant," "award," and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan, or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due

consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;

9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

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The application has been submitted. No more updates will be saved for the application.

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
Assurances					Instructions
GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the "Budget Detail" tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting "Submit" on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant. The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood, and will comply with all of the provisions of the following certifications, and assurances. The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so. The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete, and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil, or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq.), and the Illinois False Claims Act (740 ILCS 175/). The list of certifications and assurances is included below and/or incorporated into the Uniform Grant Agreement contained herein. NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed. ☒ Assurances for all covered programs ☒ Grant Application Certifications and Assurances (State Assurances) ☒ Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion; see the Overview page for instructions ☒ Certification Regarding Lobbying ☒ GEPA 442 Assurances					

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☐ PATRICK BRONCATO Signature of School District Superintendent / Agency Administrator

☒ Gregory J Wolcott Signature of Board-Certified Delegated Authority for the School District Superintendent

Agreed to on this Date: 06/25/2026
RCDT when agreed to: 19-022-0680-02